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ABSTRACT

This book contains 13 papers that describe a spectrum of experiential and outdoor education opportunities in the United Kingdom. The first section focuses on provision of outdoor education in schools, colleges, and outdoor education centers, drawing on formal curricula, including the British national curriculum. The second section examines outdoor education outside of formal education, delivered through youth programs or community work. Following an introduction by Peter Higgins and Barbara Humberstone, the papers are: "Training Outdoor Educators: Integrating Academic and Professional Demands" (Peter Higgins, Alastair Morgan); "Outdoor and Adventurous Activities in Undergraduate Physical Education Teacher Education at Chichester Institute" (Maggie Boniface, Peter Bunyan); "Experiential Environmental Education for Primary Aged Children" (Heather Prince); "Outdoor Education in an Urban Environment" (Paul Beedie); "The Scope for Provision of Outdoor Education in Primary Schools: An English Case Study" (Richard Lemmey); "Changing Roles for Outdoor Education Centres" (Geoff Cooper); "Outdoor Adventure Education with Young People at Risk" (Tom Lilley); "Working with Young People at Risk: The Fairbridge Approach" (Giles Ruck); "The High Seas Adventure Context for Young People" (Fiona McCormack); "Work with Girls and Young Women" (Abi Baker-Graham); "Women Youth Workers and Outdoor Education" (Di Collins); "Outdoor Education in a Peace and Reconciliation Community" (Mike Bartle); and "Social Exclusion, Diversity and Equal Opportunities: Organisational Responses and (Re)-Actions" (Barbara Humberstone). (Contains references in most papers.) (SV)

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Outdoor Education and Experiential Learning in the UK

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FOREWORD

The last fifty years has witnessed a dramatic and profound experiment in British education. Despite the present British Governments commitment to 'Education, Education, Education' it is ironic that this innovation has had its genesis and much of its mainstream activity outside of the state system of schooling. I refer of course to the development and use of adventurous outdoor activities as an educative medium. From the establishing of the first Outward Bound School at Aberdovey in the immediate post war period, and the Derbyshire LEA Centre at Whitehall in 1950 outdoor education has had a distinguished history in Britain.

Progress over the past half century has however not been easy. Despite recruiting to its ranks some of the most able energetic and committed educators of their generations, despite an intellectual curiosity not paralleled in other fields of education, and despite positively impacting on the lives of millions of young people, the influence of outdoor and experiential learning in this country has not influenced mainstream education as much as many of us think it should have done.

The reasons for this are various and beyond the scope of this foreword. Some would point to a traditional narrowness or compartmentalisation of educational provision, others to the vagaries of educational funding or more recently an increasing centralisation of educational policy. For me one key reason for the lack of assimilation of outdoor and experiential learning into mainstream education in Britain is related to the lack of discussion in Britain of teaching strategies, pedagogy or instruction. This may appear surprising to those German educators who are reading this foreword. Continental European educational systems have a much richer language to talk about teaching than their British peers do, there is also a stronger cultural tradition for doing so.

If I am correct in this, then there is a central irony to much current Government educational policy. It is that the aspirations of our current Government's educational policies will not be achieved unless they focus more directly on the process of teaching and learning. The irony is that one of the most vibrant repositories of theory and practice of how teaching impacts upon learning in Britain resides in our outdoor and experiential educators. Yet as I have already noted it is this rich pedagogic tradition careful nurtured over fifty years that by and large does not form a central part of the current educational debate.

The evidence from educational research is clear, if one wishes to accelerate learning, to increase knowledge, to inculcate the skills of lifelong learning, and to enhance self esteem and produce well adjusted and social young people, then it is the quality of the learning experience that counts. And creating powerful learning experiences, as Peter Higgins and Barbara Humberstone and their colleagues so vividly illustrate in

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this book, is the heartland of outdoor and experiential learning.
If anyone doubts the relevance of outdoor education to the contemporary educational debate then they should look no further than this collection of papers. This book represents not just a coherent and comprehensive 'state of the art' of outdoor and experiential learning in the UK at the end of the 20th century but it also, and probably more importantly, demonstrates unequivocally the contribution that outdoor education can make to the curriculum in its broadest sense. Peter Higgins and Barbara Humberstone and their colleagues are to be congratulated on producing such an accessible and broad ranging account of developments in the outdoor education and experiential learning field. I am certain that educators in both Germany and Britain will find this collection invaluable.

My hope for the book and for outdoor and experiential education in general is that its publication will mark the time that 'mainstream' education finally learns the lessons that outdoor education has been teaching us all for the past fifty years. If only we could embrace the learning agenda of outdoor education within our various National Curricula then the prospect for education within the new millennium would be bright indeed.

David Hopkins
Professor and Dean of Education, University of Nottingham
March 1999

Peter Higgins and Barbara Humberstone

Introduction

The opportunity to produce this book was provided through the kind invitation of Professor Jorg Ziegenspeck of the University of Luneberg. We agreed that it would be a worthwhile project to represent a spectrum of experiential and outdoor education opportunities in the UK. It seems particularly appropriate that this collection of papers should be published in German as well as English. Since Kurt Hahn, the originator of the Salem School in Germany, having escaped Nazi persecution by emigrating to the UK, founded the Outward Bound movement. In Scotland, he established Gordounston School in 1934 with the Moray Sea School, and the first Outward Bound centre at Aberdovey in Wales in 1940 (Parker and Meldrum, 1973). The development of Erlebnis pedagogy that influenced Hahns work was suppressed in Germany for a time after World War 11 (Ziegenspeck, 1996). Whilst in the UK, outdoor education, much influenced by Hahn, continued to develop. Hahn was certainly one of the founders of outdoor adventure education, but several British proponents have also made their mark on its philosophy and practice. Notably the works of Colin Mortlock (1983) and the lesser-known Harold Drasdo (1972) have clearly had a significant effect on thinking in the UK.

A call for contributors to this project was made in the relevant journals and magazines that serve the UK outdoor educational community, and a number of contributors offered papers. As is clear from the contents list there was considerable interest from academics working in colleges within the UK, and a high proportion of those involved in the training of outdoor educators are represented. Fewer grass roots practitioners offered papers and so we approached several whom we felt were representative of current practice. The result is fairly wide spread in terms of geography, philosophy, programme design and pedagogy.

Nevertheless, there are some notable exceptions. In particular we wish to alert readers from outside of the UK to the importance of the National Governing Body (NGB) award schemes in the training and qualification of outdoor educators. The schemes are concerned with, amongst others, mountaineering, climbing, canoeing, sailing, skiing, orienteering and caving and, in most cases, offer proficiency and teaching awards. The high proportion of those who work in the outdoors are trained and assessed through these schemes and for many the awards are used to supplement academic training or teaching qualification. Indeed there are a number of individuals working in outdoor education in the UK who have been trained solely through these NGB schemes. However, the final chapter that examines equal opportunities and access does draw attention to the strategies that two NGBs have devised to support and encourage a greater involvement by women in training for leadership.

There has been a great deal of change in outdoor educational provision in the UK and the publication of this series of papers is quite opportune. In the 1970s outdoor

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education was probably at its peak in terms of educational popularity, support and provision, but restrictions on funding and changes in educational philosophy at governmental level have had significant effects. However, despite this there is great diversity in provision and these papers point to some of the many creative solutions that have been found.

The chapter contents fall into two main categories. The first part of the book is concerned with the provision of outdoor education in schools, colleges and outdoor education centres, which draws on formal curricula. The second part of the book focuses on outdoor education made available outside of formal education through youth and/or community work.

Like the philosophies underpinning them, records and descriptions of programmes and provision are difficult to uncover and consequently the publication of this collection of papers is significant, as it is the first of its type in the UK. It represents a UK wide trend in increasing academic interest that is likely to lead to greater understanding of outdoor education and should encourage critical reflection upon and long term benefits in outdoor education provision and opportunity.

It was our intention to provide an overview of a rapidly changing situation in the UK. We hope we have succeeded and that this book provides readers with an insight into current outdoor educational practices and the philosophies and external pressures that have shaped them.

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Peter Higgins and Alastair Morgan

Training Outdoor Educators : Integrating Academic and Professional Demands

'Thoughts without content are empty, intuitions without concepts are blind'
(Kant 1933 : 93)

This paper explores the 'tension' between the demands of academic and professional training for outdoor educators. The courses offered at Moray House Institute, University of Edinburgh provide an example of one attempt at resolution.

A Historical Context

The roots of outdoor education as a distinct subject area in the formal and informal education sectors are spread both deep and wide. It is probably true to say that at various stages in its development its proponents have been functional, reactive, opportunist and occasionally proactive. Most of the developments in the UK have taken place in response to events of national or legislative significance and even with the benefit of hindsight it is difficult to discern a pattern or clear direction. Perhaps because of its inter- and multi-disciplinary approach it is difficult to place developments against a time-line. In preference developments in a number of significant areas are outlined below.

The many significant events and initiatives in the UK between the early 19th Century and early 1970s are considered in some detail by Parker and Meldrum (1973). The most significant of these themes are:

1. the impact of legislation relating to protection of the countryside, (eg National Parks, Forestry Commission, Protection of Wildlife etc) holiday provision for employees;

2. increasing public awareness of exploration through expeditions to the Arctic, Antarctic and the greater ranges (especially the successful ascent of Everest in 1953);

3. the development of environmental studies in education through a number of significant reports and education acts, a number of which make direct reference to the educational importance of direct contact with the natural world;

4. the development of outdoor activities in education which had its origin in physical education provision in the 19th Century, but subsequently became the more directed 'character development' promoted by amongst others Kurt Hahn (the founder of the Outward Bound movement);

5. the 'progressive' education movement which grew in influence throughout the

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20th Century until the 1970s, and its reliance on experiential educational techniques;

6. the growth in interest in outdoor activities which show dramatic increases from the 1950s onwards.

The overall consequence of this mixture of influences was significant in that forms of outdoor and environmental education were considered to be a 'good thing' and legislation which allowed or promoted this form of provision was brought forward (eg 1944 Education Act). During the 1960s it was fashionable for education authorities to establish their own provision and many models were devised. However one major consequence was the development of residential outdoor education centres and many local authorities had their own by the late 1960s.

Outdoor education probably found its most substantive educational justification throughout this period in the theory of experiential education. This 'student centred' approach argues that the learning potential of direct experience is more substantial than other approaches to education. Its significant advocates stretch from Aristotle in ancient Greece to, amongst many others, Dewey and Friere in the 20th Century. (For a recent history see Kraft, 1984).

Formal outdoor education provision has seen something of a decline in the UK since the 1970s and there may be many reasons for this. Amongst these perhaps the most significant are reduced central funding to local education authorities and a lack of a firm foothold in the academic curricula of schools. Whether the lack of favour for a direct experiential approach to education is the result of a change in educational dogma, or the change in dogma a result of an expedient approach to reduced funding is difficult to discern. Nonetheless the tension between a traditional academic approach and an experiential approach exists at all levels of outdoor education provision, and a lack of funding for the smaller group sizes required is a common problem.

Training Outdoor Educators

Opportunities for training and qualification as an outdoor educator now exist at a number of levels in the UK. There is no set career pathway nor required qualifications agreed upon by the profession. However the majority of those working in the field will have a minimum of personal competence in a number of activities and the relevant National Governing Body (NGB) instructional awards. Although traditionally many have entered the profession without a specialised degree in the field, a substantial proportion have been trained and qualified as teachers or community educators. They may have qualified in almost any discipline, but bring their experience to bear (together with skills in teaching the activities) to be effective instructors/teachers.

In the early 1970s degree courses were established at a number of colleges and universities in the UK (see Parker and Meldrum, 1973). The main institutions offering such courses were Charlotte Mason College (Cumbria), I M Marsh College (Liverpool), Moray House and Dunfermline Colleges (Edinburgh) and University

College of North Wales, Bangor. Additionally many colleges (eg Loughborough) incorporated outdoor education as an integral part of their physical education teacher training courses, though this provision is now very limited. In recent years many other Further and Higher Education institutions have entered the field, offering a wide range of levels of training courses.

In order to meet the academic requirements of a Certificate, Diploma or Degree those following such courses are assessed in one way or another. However the 'professional' aspect of the work of an outdoor educator requires training and assessment of a different nature. In many cases the 'measure' of this is provided by the National Governing Body awards of the individual outdoor activities, but issues of professionalism and sound judgement are difficult to address. The following case study is presented as one attempt at resolution of this issue by an institution with one of the longest histories of involvement in the UK.

Outdoor Education at Moray House Institute:Scotland

Since 1972 Moray House Institute of Education (formerly Moray House College) has conducted a Diploma in Outdoor Education each academic year. Much of the impetus for this development came as a result of demands for training following the 'Cairngorm incident' in which 6 Edinburgh schoolchildren under the supervision of a school teacher died in a blizzard in 1971. Normally 12 to 14 students have been accepted for the course which is designed to meet the needs of those who wish to enter or further develop careers in outdoor education.

In 1987 Moray House College and Dunfermline College of Physical Education merged. Both had long traditions of involvement in outdoor education, formal courses both pre-service and in-service being features of life in the colleges for many years. The original concern was largely to ensure the safe conduct of parties on school excursions. The emphasis in these courses was primarily on outdoor activities and this resulted in a very strong practical programme. (In 1998 Moray House Institute merged with the University of Edinburgh and became its Faculty of Education.)

However, the broader responsibilities of outdoor education teachers soon became recognised and the emphasis in training has, for some time now, been on encouraging teachers and instructors to extend their aspirations for their students beyond the physical to the academic, aesthetic, spiritual, environmental and social. This is a view which we believe would be supported by the majority of those who have taken a philosophical perspective on outdoor education (e.g. Drasdo, 1972; Mortlock, 1983; Higgins and Loynes, 1997).

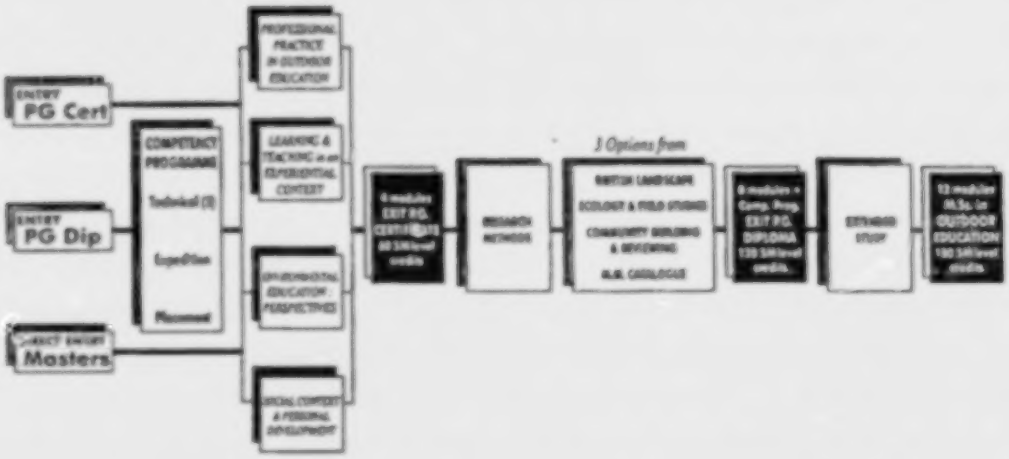
Throughout this 26 year history there has been a frequent need to revalidate the course. Through this process it has metamorphosed from a Diploma to a Postgraduate Diploma which was subsequently modularised, and now a Postgraduate Certificate/Diploma/Masters pathway is available. The changes reflect shifts in philosophy but more so the expediency of maintaining a resource-intensive

course in the face of increasing pressure.

However the range and scope of outdoor education and the important safety considerations place special demands on awards of this type. Consequently in recent validations we have successfully argued for a course which draws upon outdoor activities to enhance environmental education and personal and social development, all

Figure 1

PG CERTIFICATE / DIPLOMA / MSc OUTDOOR EDUCATION
MODULAR PROGRESSION (Revised Framework)



within a framework of safe professional practice. This is represented diagrammatically in Figure 1.

An Experiential Approach

Opportunities to learn through direct experience have been reduced in many aspects

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of outdoor education courses and at all levels: primarily the result of financial pressures rather than a response to an educational debate.

However, at Moray House there has always been an emphasis of practical experience in the field which reflects the philosophy of all those who have been involved in this type of work within the college. Maintenance of this position continues to be a struggle in the face of these financial pressures.

Through this approach course members have acquired an appreciation of the wide potential of the outdoors as a learning environment, and of the skills necessary to conduct groups successfully and safely in wild country and on water, whilst developing an appreciation and understanding of this environment and natural heritage. Also course members have gained an awareness of the opportunities offered in outdoor teaching for developing knowledge of self, allied to the achievement of a range of social goals.

Course Structure

The structure of the course is represented diagrammatically in Figure 2. This conforms to the 'Scottish Credit Accumulation and Transfer System' which requires four academic modules (defined in terms of student effort etc) for exit at Postgraduate Certificate; a further four for Postgraduate Diploma and a further extended study leading to a

Figure 2

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dissertation for a Masters degree. The outdoor education postgraduate pathway follows this model for academic development and appraisal, and in addition requires that technical and professional development is given due importance in a substantial additional Competency Programme. This is required for all those who wish to graduate at Post Graduate Diploma level. The structure is shown in Figure 2.

The Academic Modules

Each module has been designed to be internally coherent and consistent. Each has a discrete assessment available to enable course members to gain credit for individual modules. The four core modules are those required for the Postgraduate Certificate. Central to this must be 'Professional Practice'. This module seeks to provide outdoor educators working within a changing professional context with an overview of the aims, philosophies and practice of outdoor education.

The requirements for effective and safe teaching in the outdoors are examined in the second module. This seeks to extend course members understanding of the characteristics of learners and the implications of these for learning and consequently for teaching.

An increasing awareness of environmental issues should be a feature of all forms of education. Outdoor educators are, we believe, uniquely placed to make an impact in this regard. The 'Environmental Perspectives' module sets out to examine individual and institutional perspectives on environmental education, the starting point for considering the nature of, and provision for, environmental education in all types of educational institutions.

Personal and social development is a fundamental aspect of everyone's education which is essentially concerned with the development of life skills. This module considers the development process and explores how, through carefully designed programmes, outdoor education can contribute.

The 'Research Methods' module is a required element which seeks to encourage the skills of critical thinking and analysis. Research in outdoor education has so far been extremely limited, and the inclusion of this module should be seen as an attempt to both ensure that graduates are not intimidated by the concept of 'research' within their own work, and to stimulate new study in the field which should provide a more detailed understanding of theory and practice.

A further three modules may be selected from those shown, of which one may be chosen from the wide range available in the College 'Modular Masters Catalogue'.

Competency Programme

The integration of an activity or technical programme with an academic programme, poses a major dilemma. The academic structure described earlier is designed to

encourage academic expansion but consequently restricts the uniquely practical nature of outdoor education.

There is a clear professional requirement for technical ability in a range of outdoor activities. Furthermore the experiences gained whilst on placement and on the group expedition have long been considered valuable by both course members and future employers and may be considered as gelling agents for the core academic inputs. Repeated attempts were made to accommodate them within the conventional academic structure, however this always proved unacceptable and resulted in compromise to their detriment. Consequently a separate Competency Programme was devised for those embarking on the Diploma pathway.

The safety and professionalism arguments behind insistence on a Competency Programme for Diploma course members are compelling. Furthermore, if an experiential approach is the essence of outdoor education, without this there would be no shared experience to draw upon in the more academic aspects of the course. A small number of recent fatal accidents have continued to reinforce the notion that competent leadership and sound judgement remain vital. An increasing readiness amongst the public to resort to litigation in incidents involving personal injury and death, and the Government's new policy of inspecting and accrediting outdoor agencies further emphasises the importance of experience and appropriate qualification. Despite its essentially practical nature there is great scope within the Competency Programme for academic analysis, reflection and research.

For the purposes of the present course 'competence' on the part of the leader is defined in three main areas:

a Technical Competence

This is a measure of technical skills in a number of outdoor activities. It is convenient and appropriate to adopt the requirements of the various National Governing Body awards as performance indicators. Course members should develop the skills of moving over and living in wild country, gain teaching skills associated with these activities and develop an awareness of the conditions necessary for the safe conduct of parties. Focus is on the nature of experiential learning through participant centred approaches. Course members are expected to select a minimum of five activities of which at least one must be water based and one land based. Activities offered include mountaineering (summer and winter), rock climbing and orienteering skiing (alpine or nordic), kayaking, open canoeing, windsurfing and dinghy sailing.

b Professional Competence

In this instance this is taken as an expression of the ability to 'teach', 'instruct' or 'facilitate' in a vocational context. Substantial varied experience in the field of outdoor education is regarded as an indicator in this respect. To allow course

members to develop appropriately and extend professional competence there must be a significant element of direct involvement in teaching and leading out of doors. In order to achieve this and provide a useful personal study of operational programme and curricular issues a five week placement or professional experience is included.

c Sound Judgement

A long term personal commitment to activity and involvement in a number of outdoor pursuits should lead through experience to sound judgement and a well tested framework for risk assessment. Course members are required to plan, prepare for, undertake and report on a group expedition which takes place towards the end of the academic year. The experience is intended to provide an opportunity to use the outdoor and organisational skills and knowledge developed throughout the year. Participants are required to take real responsibility and make decisions that reflect a wide range of factors that impinge upon each situation. Personal and group strength and limitations and parameters of the expedition itself dictate that course members evaluate their achievement in the light of the many judgements made. It is this process of acquiring experience in the outdoors that leads to the development of wise and competent professionals.

The formal elements of the Competency Programme are complemented by encouragement for course members to pursue a full range of activities on an informal basis.

A Masters Degree in Outdoor Education

The development of what we believe to be the first Masters degree in outdoor education available in Europe is a natural consequence of the long tradition of outdoor education at Moray House. Through this we hope to offer a broad perspective on a now more mature world of outdoor education and to stimulate research interest.

Those course members who have successfully satisfied the academic requirements of the Postgraduate Diploma pathway and the requirements of the Competency Programme will, provided they have appropriate professional experience, be able to proceed to Masters level.

It is also possible for experienced and qualified professionals to gain direct entry to the Masters programme. These applicants bring a depth of experience, competency and qualification which obviates the need for a full Competency Programme. However, all academic aspects of the Postgraduate Diploma pathway must be undertaken before continuation to the extended study for the Masters degree.

Those who wish to continue to Masters level must submit a dissertation based on an extended study. The expectation is that this should be a substantial piece of work which is of publishable quality, thus contributing to the body of knowledge in the field.

The Future

The above programme was devised whilst attempting to balance ideology and expediency. Whilst it is demanding of staff time it does comply with our own philosophy of outdoor education and provides the opportunity for course members to engage in an 'apprenticeship' experience which should serve them well in employment.

So far this and the majority of programmes at Institutes of Further and Higher Education have managed to preserve some balance in course structure and provision. However, it is our experience, and that of many of our colleagues in other institutions that the pressures are increasing and that it is difficult to win the arguments for an experiental approach without which 'outdoor education' ceases to have much meaning. At present it is still possible to find good practice in a range of courses available in the UK where both the academic and professional demands are satisfied.

The continued existence of this situation is, we believe, vital both for the professional outdoor sector and the development of outdoor education as a distinctive, philosophically based academic discipline.

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Maggie Boniface and Peter Bunyan

Outdoor and Adventurous Activities in Undergraduate Physical Education Teacher Education at Chichester Institute

Individuals entering the teaching profession are in a position to significantly influence not only the students they encounter but a wider population through colleagues and parents. They also have the potential to shape the way outdoor and adventurous activities are carried out and therefore attitudes towards the environment in which they take place. The School of Physical Education at Chichester Institute has developed a philosophy and learning environment where graduate teachers can optimise the full potential that the outdoors offers as a classroom. For this Institute, this philosophy is built on the premise that whilst many ideas, techniques and concepts can be transferred from other areas of the physical education curriculum (eg games teaching, pedagogy) and sports science (eg sports psychology), there is a uniqueness about the outdoors. The 'natural' environment is complex and ever changing, influenced not only by the changing seasons, but also by the global effects of human actions. Adventure in the 'natural' environment can provide dynamic and complex media through which individuals and groups, coming to this arena with different expectations, competences and experiences, may come to understand and respect the environment, themselves and others (Mortlock, 1984).

The philosophy underpinning the outdoor and adventurous activity (OAA) programme at the Institute challenges the traditional view that exposure to the adventure environment per se manifests itself in personal growth, and that such growth is seen as desirable by society in general. Students are asked to critically examine the images that they hold of adventure, and the romantic statements about adventurous exploits that have formed part of our heritage. The recognition that the adventure environment has only the potential and not the certainty for personal growth provides a useful starting point for students to optimise their work in schools and beyond. They are asked to develop an understanding of various principles on which adventure education is based, and how these may inform both the outdoor and adventurous activities component of the physical education national curriculum, and teaching in the adventure environment in general. These principles are introduced initially through theory sessions, and are further critically analysed through practical sessions and residential experiences. It is expected that every student will develop the understanding and material to meet the progressing needs of pupils in state secondary schools. Students are also provided with the opportunity through options and research, to specialise in teaching within the adventure environment.

Outdoor and adventurous activities within the Institute have developed over the last five years. With OAA being included as an activity area within the physical education national curriculum, its place within the new modular BA(qualified teacher status) degree was established. It is considered important that in addition to identifying the

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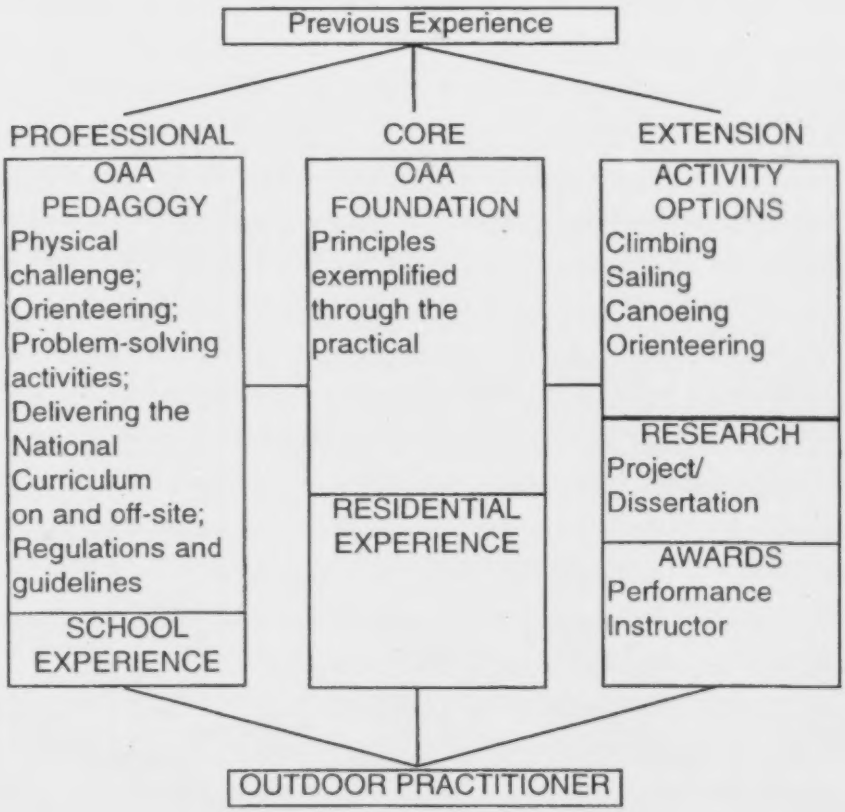
'material' of outdoor and adventurous activities and ways in which this might be delivered in schools, students are able to demonstrate an in-depth knowledge and understanding of this area and justify a programme in the light of relevant theory and research as well as intended outcomes.

Figure 1. Outdoor and Adventurous Activities Programme at Chichester Institute of higher education



Physical education students enter the Institute with differing experiences of the outdoors and all take a foundation module in outdoor and adventurous activities in the second year which includes both theoretical and practical work. This module also involves a residential week with the main activities - which provide a vehicle for learning - being either sailing, mountaineering/scrambling/climbing or low level walking/climbing/caving. In the third year, all physical education students follow a professional course which focuses on the teaching of OAA within schools. Additional optional activities (see figure 1) are offered in outdoor pursuits enabling students to build on previous work and extend their own knowledge, understanding and experience within this field. All students carry out two independent studies during their degree course: a small scale research project and a longer, school-related study. Either or both of these could be conducted within OAA enabling the student to examine previously identified issues in greater depth, and in the latter to consider

these within an educational context. All students spend part of each year in school and those with a particular interest in OAA will be able to teach this activity area, as well as possibly assisting on a school residential experience. Interested students are encouraged to develop and record their experience within OAA as a move towards gaining national governing body awards such as those of the Royal Yachting

Association, the British Canoe Union and the Mountain Walking Leader Training Board.

It is essential that an understanding of the process of adventure is based firmly on the premise that personal growth is not universally guaranteed through experience, but may be a product of a planned experience which optimises both human and environmental resources. OAA within the Institute is seen to sit within an overall safety framework and it is vital that safe practice forms an integral part of any learning experience where students take increasing responsibility for the safety of themselves and others.

Reviewing in OAA is considered by some to be as important as the activity itself (Greenaway, 1993), particularly where activities are seen as a means to an end (that is, the process is seen to be more important, or as important as the outcome). Students are encouraged to reflect on and analyse their own experiences as well as increase their understanding of reviewing skills and techniques for use when working in schools. The plan-do-review model provides the focus for students' involvement in 'problem solving' and 'physical challenge' activities where group dynamics and awareness are considered. Due to the short duration of initiative activities such as the 'spiders web' or 'leaky tube' students can quickly experience the importance and structure of the plan-do-review activity phases. Focusing on the individual and group

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processes involved in working effectively as a member of a team enables them to refine their understanding of group work and problem solving, and perhaps see this as transferable into other areas of OAA, education and life in general.

For an experience to be adventurous there has to be uncertainty of outcome (Priest, 1990). Quinn (1990) notes that going beyond what one thinks they can accomplish leads to personal growth. With uncertainty of outcome comes risk (the potential to lose something of value) which could be related to the physical, psychological or social (for example, fear of injury, failure or not being accepted by the group) and which can be identified as perceived or real. This has implications for both personal and social development (Humberstone, 1992). In Education, to maximise safety the risk needs to be structured so that it is perceived as being high whilst in reality it is controlled and at an acceptably low level. A top rope climbing session demonstrates to inexperienced students after their first fall that their initial risk perceptions were incorrect and that in reality they have been exposed to little in terms of real danger.

In considering the individual nature of adventure and perceptions of risk, the notion of the adventure experience paradigm, as constructed by Priest and Martin (1985), is introduced together with Weiss's (1987) notion of optimal challenge and accepted physical and psychological risk. Students are made aware that tasks need to be differentiated with consideration given to such factors as previous experience, ability, personality, interpersonal skills, perceptions of competence/risk and levels of anxiety of pupils. Differentiation in OAA within the Institute is therefore considered with reference to the students themselves and their own development, as well as with reference to work carried out by them in schools. The Institute encourages a culture where

students judge their own actions in terms of personal competence and risk rather than peer equivalence.

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When constructing outdoor and adventurous activities, the teacher, in many cases, needs to become a facilitator creating 'situations in which participants encounter opportunities to learn about themselves and others through direct experience' (Knapp, 1990:191). Whilst not becoming disassociated, the teacher enables the pupils, where possible, to take responsibility for their learning environment and outcomes. It has been documented that for self esteem, perceptions of competence and self confidence to be positively effected an individual needs to consider themselves responsible for the outcomes of a task (Priest, 1991). Succeeding at a challenge seen as easy could be attributed to task ease rather than individual competence, or succeeding at one seen as difficult could be attributed to luck. However, there are likely to be times or situations where procedures need to be exact, pupils need to develop competencies in physical skills/techniques or safety may be compromised. At such times a didactic teaching approach may be the most efficient and appropriate. Clearly in addition to considering the levels of a task offered to each individual, the amount of external intervention by the teacher and/or other members of the group needs to be addressed. This raises the question 'whose adventure is it?' and the consideration that for individuals to achieve success as a result of their own decision-making, the power and control to make such decisions needs to be handed over to them (Annat, 1995). Therefore teaching styles are examined in depth in other professional courses within the Institute and students are able to evaluate the appropriate use of different styles in OAA in the light of their own experience, the environment and identified intended outcomes.

What sets OAA apart from many other activities that take place in the 'classroom' is that the outcomes are seen to be 'real' which can prepare students to cope sensitively and compassionately with the real world. Thus the consequences of, for example, a map-reading error, a poorly executed technique or a successful action are experienced and remembered. Outcomes can be trivialised and their benefits minimised if a leader steps in unnecessarily to rescue a situation, or if the rules of a challenge such as an initiative game are not adhered to by the facilitator. An example of this occurred a few years ago when, at the end of a residential, the student group prepared for an expedition. It was explained, during the final briefing, that as part of the developmental process responsibility for the preparation would be devolved in part to the group. Before leaving the centre, one group failed to put their allocated tent in the support vehicle. It would have been all too easy for the staff team to have rescued the situation by giving the group the spare tent. However much more was learnt by the students when staff did not intervene. In dealing with the problem, the tact and resources of at least three other expedition groups were called upon. This event provided an excellent focus for group cohesion which might have been lost if staff had intervened.

Students are encouraged to recognise that the school and its locality have sufficient resources through which to deliver the foundations of adventure. Attarian (1990) notes that the use of artificial environments as adventure settings (for example climbing walls, artificial rafting courses) have the potential to become an accepted alternative for the 'real thing'. Developmentally it could be argued that it is only during the

later stages of school life that pupils would be exposed to more remote off-site settings and environments where their initial encounters with adventure are further shaped, and responsibility for their own safety is perceived to be handed over to them. Thus opportunities need to be made available for students to consider and recognise the type of environment that offers educational potential at each key stage[1] and be in a position to construct appropriate activities that contribute towards end of key stage statements. The professionally focused module (pedagogical skills - OAA) at the Institute builds on the principles of adventure experience previously identified, and examines ways in which OAA can be delivered in schools in a way that fully exploits the potential of this curriculum area and enhances the development of each individual pupil. Initially the areas of physical challenge, problem-solving activities and orienteering are explored with reference to safety, on and off-site regulations and the national curriculum. Consideration is given to development and intended outcomes as well as environmental issues and ways in which the progressions of these activities might make use of areas away from the school site. Having been presented with challenges structured by the teacher on or near the school site (for example, to build a raft and transport the group across the school pool, or to navigate a group to collect markers as quickly as possible from around the school site) it is the intention that eventually (key stage 4 - pupils aged 14-16 years) pupils will be able to meet challenges offered by an unknown outdoor environment (for example, navigating a group across an open country area). Staff at the Institute consider the development of a respect for the environment and a consideration of environmental issues fundamental to all work carried out with students and pupils within OAA. It is when working with the uncertainties that the 'natural' environment presents, that the greatest learning and development can take place. However, for all those involved in adventure education, it is vital that the potential danger of working within the environment is understood along with a consideration of the impact that humans create working within such 'natural' environments.

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Experiential Environmental Education for Primary Aged Children

Rationale

Environmental education is defined as a cross-curricular theme in England and Wales, one of five in the National Curriculum (NCC[1], 1990). As such, it can be introduced through topic work in the primary curriculum and through a wealth of core and foundation subjects. Environmental education may be experiential in and outside the classroom. Inside, it may be possible to create models of, for example, the greenhouse effect. Outside, it may be the environment which acts as a stimulus for creative writing or for investigative fieldwork and sensory activities; it may be that environmental issues are examined and rationalised, and solutions are investigated.

Young children learn best by doing. First hand experiences promote understanding and increase motivation for cognitive learning in and outside the classroom.

"First hand experience is an essential element of an environmental approach as it allows the environment to 'communicate' directly with the young learners through real people, problems and successes" (Neal and Palmer, 1990: 134)

Experiences in the outdoors can act as a catalyst to learning not only in curriculum subject areas but also through personal and social education, spiritual and moral education and through other cross curricular themes such as citizenship education. The outdoor classroom provides a learning environment for children. It does not have to be far from the school building; many stimuli can be found in local environments and school grounds (cf Titman, 1994) but contrasting environments can provide tremendous potential for experiential environmental education.

Issues

Timetabling in primary schools in England and Wales tends to be more flexible than that in secondary schools, allowing whole or part of a school day to be allocated for a school "visit". Perhaps this is the crux, for some schools can ill afford limited time out of school and finance to be spent on environmental education when there are competing needs. Often environmental education may constitute a small part of a residential programme geared to outdoor education and, cynically, when the money is not available to pay for outdoor pursuits instructors! Other opportunities may be site led with a cross-curricular approach to using the day e.g. a visit to a museum or historic house. The resultant experiences are mainly finance driven and a consequence of LMS[2] and the requirement for voluntary contributions towards school visits taking place in school

[1] National Curriculum Council

[2] Local Management of Schools

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time.

Staffing and ratios are other major issues and safety is of paramount consideration. Experience outside of the classroom with young children usually requires the help of special attachment welfare assistants, teaching assistants, student teachers and parents in addition to the class teacher to improve the staff:pupil ratio. Out of school visits are often governed by LEA[3] and other guidelines (DES[4], 1989) although an experienced teacher working within boundaries in the outdoors can operate successfully with whole class sizes. Non-specialist teachers may feel the need to seek more experienced leaders or guides and this often adds to the cost but, of course, may enhance the learning value e.g. Rangers at Forest Enterprise and National Park sites.

A survey in 1995 (Prince, unpub.) indicated however, that, whatever the constraints imposed by the Education Reform Act 1988, many primary schools are still carrying out environmental education teaching as before, much of it using the environment in context.

Objectives

An optimum learning experience needs clearer educational objectives but now that the National Curriculum has been in place for a few years (latest revision Dearing, DFE[5] 1995), fewer are inclined to focus on a specific programme of study in their environmental education programmes. Infact, some schools at Year 6, post-SAT[6]'s, are very fluid in their objectives. In the early 1990's, schools were keen to address specific attainment targets which did mean contrivance in some activities. Often, a primary school will concentrate on a few knowledge based objectives with ramifications for skills and personal and social education. It will be interesting to see if any experiential environmental education is used to focus on spiritual education as this gets more prominence in schools now that OFSTED[7] is obliged to report on it through inspections (Prince, 1997). Programmes often focus on the traditional definition of environmental education as 'about' (knowledge), 'in' (skills) and 'for' (values and attitudes) the environment. Other documents give weighting to other aspects and teaching methods (e.g. Deri & Cooper, 1993). Some practitioners believe that environmental appreciation cannot come without learning about self and others and that problem solving through outdoor education experiences must be an initial starting point. Whatever the stimulus or focus, it is widely acknowledged that values and attitudes cannot be learned in the short term. It is a process and good developmental school plans and policies can contribute to developing environmental consciousness through a child's time in primary school.

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[3] Local Education Authority

[4] Department of Education and Science

[5] Department for Education

[6] Standard Assessment Tasks

[7] Office for Standards in Education

Case Study Programmes

Environmental programmes in terms of units of time in a school day are often site led. They approach environmental education in a cross-curricular way but concentrate on key concepts and skills of core subjects. Some, for example "Earthkeepers" (van Matre, 1987) are very content specific but most are teacher designed and combine approaches and activities of a cross-curricular nature with van Matre (1989) and Cornell (1981) providing some ideas.

Example 1: Key Stage Two[8] Programme in a Woodland Environment

- enlarged black and white map of woodland area e.g. scale of 1:1000. 10- 15 markers are placed on the ground and indicated on the map. Children have to set the map, find the markers and at each point collect four leaves from the ground at the cardinal points.
  extensions - very small markers, three legged children, children create masks to simulate a visual impairment.
- Children gather at base somewhere in the woodland to sort leaves into species (similar looking shapes). Using 'unifix' they create a three dimensional graph and ascertain which leaf is most abundant in the litter of the woodland. Collections can be combined and graphs extended as children pool their resources. Using a simple dichotomous key, leaves are identified.
- Meet a tree. Children have to decide how an unsighted person would get to know them. In pairs, with one child blindfolded, they are taken to meet a tree. They return to base and, with blindfold removed, have to find their tree again.

[8] This is the stage for 7-11 year olds

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* Storytime. Children are told a story as a stimulus to investigative fieldwork. For example:

"The legend of Rodel

Rodel was a giant who lived in a cavern - a dark place by a pool on the side of a hill not far from here. (Can you guess where? Some of you might have been there). He had such big steps that it didn't take him long to get to the lake or to these woods.He loved to chase squirrels and climbed up the trees looking for holes in them where they might hide. Usually, they moved too fast for the large, clumsy giant. Eventually he decided that there must be an easier way o catching squirrels. He thought that if there wasn't a hole up the tree then he wouldn't find any squirrels here. But how would he know which trees he'd looked at and which ones he hadn't? He decided to mark the ones he'd investigated and he thought that the best way would be to put a mark on the same side of each tree. He hadn't got paint or a paintbrush so what could he use? He looked around on the ground and saw some soft, damp moss so he pressed this on the barks of the tree always on the same side away from the sun at lunch time so that he could see all the marked trees together. Gradually, he went through the wood marking the trees with moss after he had climbed up to make sure that there were no squirrel holes. Eventually he decided to sit and wait quietly. Perhaps squirrels don't live in holes. Then he saw some playing in the branches but then whoosh! they scampered across the bridge to the other side of the river. Oh dear, this was their playground- they didn't sleep here after all . He would have to get across the river and think of another idea.

But is the legend of Rodel true? The moss still grows on the tree barks. Does it all grow on the same side? Perhaps we should find out."

Children have to collect data to investigate the hypothesis. Data sheets can be pre-prepared for the less able; others will need to make decisions about the number and kind of measurements. Discussion and critique follows in the field, more detailed follow-up in the classroom (including IT).

* Sculpture. Children have to make a sculpture out of natural materials. This might be an animal or an unnatural object e.g. a clock.
* Nightline. Children are blindfolded and have to follow a rope through the woodland.

Extensions - drawing of route, description of feelings, memorising items attached to line.

* Art. Children to lie down and look at the canopy and then to draw (e.g. with charocoal) the gaps in the canopy. Drawings can be named, exhibited in a gallery etc.
* Lunchtime. Children are issued with airline trays and have to find, in the natural environment, things which simulate a meal that they would like to eat. Main course, pudding, utensils and a drink are included. They share these, guessing what is what in the group.

Extensions - children can find garnish for their own packed lunch.

Evaluation of programme in action

Children seem to be stimulated by the activities presented. Pace is not a problem if extensions are used to differentiate. The markers for the initial mapwork exercise need to be placed beforehand but other preparation can be done whilst the activities are taking place. Such a programme can be used to generate a considerable amount of work and discussion for the classroom.

Problems - leaf identification can be difficult with pinnate leaves e.g. Fraxinus excelsior.Pseudonyms could be given if necessary - consistency is important.
- the investigative fieldwork following the storytime may need teacher input in decision making, depending on the experience of the children.
- wet weather. Shelters can be constructed initially to provide bases, groups and cover and activities modified.

Laughter - much amusement at times. A Fly-agaric (Amanita muscaria) makes an effective simluated cheese and tomato pizza!

Example 2: Key Stage One[9] Programme in a School Grounds/Parkland Environment.

* Storytime. For example:
"One day, a little girl called Kirsty was playing outside her house when she spotted a balloon caught up in the hedge. It was trying to break free and float away and she couldn't decide whether to keep it or to let it go on its journey. She reached up to the string and saw that there was an envelope attached to the balloon. Inside was a message from a class of school children. Her mother helped her to read it.
"We are a small class in a school on a tiny island. We'd like to write to any children who find this balloon and find out what their school is like. Can you fill in the things about your school and send it back? Class 4, Isle of Sharaig, County Pickborough.
The playground is ——— paces long and ———paces wide. We like to play games like ————in the playground at break time. In our school there are some ugly places like ————, some nice places like ———— and Some exciting places like ————. There are ———trees in the school grounds and they can be measured by children touching hands around them. The smallest is — children round and the largest is ——— children round. It takes — minutes for a group of six children to cross the playground on a magic carpet"
"Children have to investigate the playground and school grounds to find the answer to the questions. The magic carpet is a small carpet square and the children have to get a group of six from A to B without touching the ground.
* Feely bag. Groups of children have to collect items to put in a feely bag for another group of children to work from.
* Number/letter spotting. In the built environment, children have to recognise

[9] This is the stage for 5-7 year olds

* Number/letter spotting. In the built environment, children have to recognise numbers or letters in particular contexts. Drawings can be an indication of where to look e.g. of a fire hydrant.
  Extensions - a less directed task ... find letters A - H in the environment and write down where they are found. Draw a picture of the item in the environment and let another child find it and add the letters/numbers.
* Kim's game. A number of items found in the environment are shown to the children. They see them for a while and must replicate them by memory.
* Shelters. Children think what animals might live in park/school grounds and where. They build miniature shelters for such animals using natural materials.
  Extensions - camouflage and simulating it through drama, hiding etc.
* Opposites. Children are given opposite words and find things in the enviroment which describe the word assigned to them. They should not disclose the word but ask other children to guess from the item found.

Evaluation of programme in action

Class management is sometimes more of a challenge with younger children. Environmental games can bring children together intermittently after working in smaller groups. As in the previous example, there is considerable potential for follow-up work in a range of curriculum areas in the classroom.

Problems - Interference can be a problem in an urban area both from other people and extraneous material.
- Material has to be available for some of these activities e.g. sticks, stones, leaves.
- Wet weather. Children need to be adequately equipped even at a short distance from school.

Laughter - too many chiefs and not enough Indians, especially on a carpet square!

Entitlement

Education about the environment already takes place in all schools (SCAA[10], 1996). It is important that first hand experience, experiential environmental education or education in the environment is a main approach to its delivery. There are statutory obligations for environmental education to be taught through the National Curriculum subject orders but beyond this is a matter for individual schools. Many local councils have introduced Local Agenda 21 initiatives as a response to the international programme of action at government level. "Education for sustainability" has risen in prominence through the work of such organisations as the Worldwide Fund for Nature and numerous environmental initiatives and organisations exist for schools e.g. Eco-schools initiative, Learning through Landscapes Trust. Schools can and should be able to develop programmes which are exciting, motivating and not dependent on

[10]The School Curriculum and Assessment Authority

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Outdoor Education in an Urban Environment.

Introduction : History and Context

Outdoor education in the National Curriculum has been identified as fitting within a number of subject areas, for example environmental education, personal and social education and physical education. It is suggested that each area has a case and that outdoor education, as '*..an approach to learning that crosses subject boundaries*', (Keighley, 1993:18) is flexible enough to locate in any one. Paradoxically, this adaptability has its weakness as the case for a specific educational niche becomes dissipated. As a consequence of the streamlined National Curriculum (NC) in 1995, outdoor education was conceived as Outdoor and Adventurous Activities (OAA) and placed firmly into the remit of Physical Education.

Whilst there is no doubt that the outdoors remains a powerful learning environment, (see Davies, 1992; Gordon, 1993; Humberstone, 1992; Keighley, 1993; Martin, 1993; Williams, 1994), by placing the onus on the physical education (PE) department the legislation has both limited the options for delivery of outdoor education (OE) and created an expectation that PE staff can and will deliver outdoor & adventurous activities (OAA). The subtle differences in the way the terminology is used has complicated the situation for many schools. Outdoor education is the generic term for a way of learning that is usually outside the classroom whereas outdoor & adventurous activities suggests a sub set of physical education , with its emphasis upon activity and adventure. Many teachers lack a knowledge of outdoor education. This is a problem because if teachers do not understand the educational rationale of OE there is little incentive to deliver an OE programme. The following discussion will develop three main themes which together will inform and facilitate the delivery of outdoor education in secondary schools. These are :

(1) The assumption that outdoor education can be delivered through an outdoor & adventurous activity programme via the PE Curriculum.

(2) A demonstration that PE Staff can deliver such a programme.

(3) A discussion suggesting that the urban environment is the most obvious and accessible arena for the delivery of such a programme.

The Problem : Limitations In Existing Delivery of OAA

The reasons for non-existent or poorly developed OE programmes in some secondary schools have been well documented, (see Baillie, 1996; Beedie, 1995; Gordon, 1993; Putnam, 1993). Apart from the general problems generated by legislation and health and safety constraints (see Watkins & Harrison 1997), there are more specific factors

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that inhibit delivery of OAA. These include limited perspectives from PE and other staff, the former through a lack of training perhaps and the latter because of a different set of educational priorities such as the need to generate good examination results. Time and resource limitations are fundamental pragmatic issues as are geographical location, access to a minibus, class size, financial circumstances, competition on the timetable, and links into the local community.

Towards a Solution 1 : Using The Urban Environment

There are many reasons why the imaginative use of the urban environment can begin to address the problems identified above, for example, its accessibility (Ruse, 1989). Most of us live in towns or cities and the use of this environment for educational purposes only requires a little lateral thinking and some careful planning. Keighley, (citing Mortlock 1984), suggests that OAA should aim to develop personal, social and environmental awareness via a programme that has a '*...balanced logical and challenging progression* ', (Keighley, 1993:19). The following discussion will examine a potential progression in OAA from Key Stage 2 (covering pupils aged 7-11 years) to Key Stage 4 (covering pupils aged 14-16 years) based on the opportunities that exist in and around Bedford.

Although the focus of ideas outlined below is the secondary curriculum, many good things happen in OAA from Key Stage 2, (see Connelly, 1993). One reason for this is the less rigidly constructed primary timetable and a second is the expectation that OAA will be delivered by non-specialists (unqualified in outdoor activity skills) utilising local areas such as playing fields, parks and woodlands (DFE 1995:5). There is no reason why this delivery should not logically progress into Key Stage 3 although Key Stage 4 does pose more specific problems (see Martin, 1993:10).

The focus for the example programme will be a typical secondary school campus in Bedford which has a gym/sportshall, hard area and playing fields. Bedford itself has the River Ouse running through the town, easily accessed via an open area known as the Embankment. There are two major urban parks which although of Victorian origin both have well constructed modern adventure playgrounds as well as groups of mature trees. The town is surrounded by farmland, but footpaths, bridleways and cycle paths abound. Priory Country Park, in the peri-urban fringe is centred around a lake which houses the sailing club. This extensive area of wetland, trees and open spaces has been fully mapped for orienteering and also contains an artificial white water kayaking site. This then, is the context for the outline that follows.

Towards a Solution 2 : A Progressive Urban Adventure Programme

1. <u>The Classroom.</u>
This is the natural place for reviewing (Greenaway, 1993) and is also where activities such as mapping and orientation exercises, jigsaws and miniaturised problem solving tasks can happen.

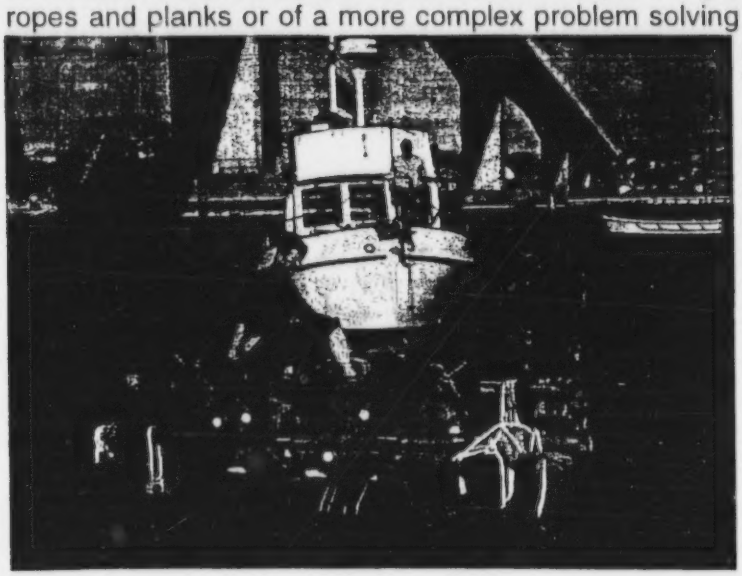
2. The Gym / Sportshall
Here it is possible to challenge individual adventure thresholds via progressive trust falls and bench games for example. But the themes of teamwork, co-operation and communication can also be explored via activities such as blindfolded walks, three legged football and human pyramids.

3. The Hard Area
This is best reserved for those activities which may involve bumping and scraping equipment as in the barrels and plank type activities such as 'juggernaut' and the planks and slings used for 'swamp walk'. This area is also good for compass bearing work, pacing, and orientation exercises (McNeill 1987 & 1992).

4. The Campus & Playing Fields
These are most commonly used for orienteering type activities. Maps can be drawn by staff and pupils. When the spatial limitations of this area eventually emerge then teachers can use more imaginative and challenging activities such as 'star runs', 'swing relay' and map memory formats.

5. Parks and Commons
Bedford parks have been mapped and offer huge potential for orienteering progression. There are also many mature trees which can act as anchors for low level ropes courses. Additionally, the parks have modern adventure playgrounds which offer specific challenges. Examples are : a 12 metre high rope pyramid and one perfect 'spiders web' location. The wetlands on the urban fringe offer great scope for 'earth sensitisation' activities.

6. The River
This runs through the town centre and offers a fascinating combination of water and adventure. Potential activities can be of a simple bridge or crossing nature using old ropes and planks or of a more complex problem solving format involving a series of related activities.



The river is also an environment in which pupils can progress into the more outdoor 'pursuit' formats of canoeing and kayaking. It is possible for pupils to undertake adventurous journeys along the Ouse, even incorporating an overnight bivvy on an island. In Priory Country park there is an artificial white water river site where skills can be further developed.

Summary

The further the teacher moves away from the classroom the more likely he / she is to be progressing through the Key Stages 2-4 and the greater will become the emphasis on specific technical skills that are needed for the delivery of outdoor •pursuits• type options. There are many specialist facilities such as climbing walls and permanent orienteering courses which are found in urban areas and it is these that need to be more fully investigated as the OAA programme progresses to Key Stage 4.

Urban areas and specialist adventure activity provision

We now have the technology to create simulations of wilderness activity sites in our cities. Thus dockland sites, with only minor modifications from their former commercial function, can become sailing and canoeing centres such as in London and Bristol (Glyptis, 1992). As a result of more ambitious planning and building we can now go white water kayaking on artificial sites at Cardington (Bedford) , Holme Pierrepont (Nottingham) and Teeside, all on slow flowing lowland rivers. Additionally we can climb, indoors, on artificial climbing walls in all our major towns and cities (Last, 1996, Heywood, 1994). Examples of re-cycling site usage in this way are the canals in Birmingham as utilised by the Akkers Trust; the Foundry Climbing complex reclaimed from an old warehouse in Central Sheffield; and most ambitiously of all the '4.5 million project to convert Edinburgh's Ratho Quarry into a 'Scottish national centre for climbing' (Evans, 1996:20).

The choices that a PE department has to make about if and how they might be able to utilise such facilities to develop teaching initiatives in line with the requirements of the NC are not easy and, of course, there are many variables which will affect those choices, (see Martin, 1993:10). Broadly speaking the possibilities may be summarised as :

1. Utilise existing staff expertise to deliver skill specific modules which will be foundational for self contained adventurous journeys in the outdoors.

2. Train staff to the standard required to deliver the programme through the school INSET budget.

3. Pay an external specialist to cover the safety and organisational aspect of the activity area. In this case, it is important that the teacher works alongside the freelance expert to ensure that educational aims remain prominent. Without this presence outdoor pursuits can be misconstrued as little more than fun activities or even an adventure holiday.

None of these options offer easy choices and none come without some resource implications. However, whilst financial and other management decisions are made outside the direct control of the PE department, it will greatly enhance the case for a more comprehensive OAA programme at Key Stage 4 if a coherent and progressive

programme already exists at Key Stage 3. The following rationale for an urban based outdoor adventure programme should help in establishing this precedent.

A Rationale for Urban Adventure

There is an educational loss if pupils are locationally restricted to towns. Urban adventure programmes do contribute to reducing the pressure on our more fragile wilderness environment. However, it is wrong to use such a rationale to prevent the principle of open access to such sites as Collister (1984) suggests. The real rock climbing experience is qualitatively different from the artificial climbing wall not least because of its holistic engagement of climber and the natural elements. All pupils should have the potential opportunity for such an experience even if practicalities dictate that it is the urban setting which is primarily utilised. In reality, limitations of time, budget and other resources mitigate against such a participation for many schools. It is for this reason that the urban environment has an important educational role to play.

The great advantages of an urban based OAA programme are accessibility combined with low costs and the imaginative use of everyday settings (e.g. parks) and equipment (e.g. bottles, planks and crates). Constructing programmes around such an environment develops lateral thinking and imagination in both pupils and staff. Seasonal limitations are less of a problem than in wilderness areas. This in turn allows for educational progression and continuity of teaching so that cross curricular links become a real possibility particularly as the majority of the work on an OAA programme is happening in and around the school itself (Davies, 1992; Humberstone, 1992).

Conclusion

The location of outdoor education within the remit of the UK PE NC has occurred and seems set for the foreseeable future. This places the expectation of and responsibility for the delivery of OAA on the shoulders of PE teachers. PE staff are faced with problems inhibiting such a delivery and, because there are alternative options in the PE NC, outdoor education is commonly not taught to its full potential. These problems include limitations in timetable space, resources, facilities and expertise but most importantly many teachers consider that they lack the knowledge and understanding of what this area of work can contribute to the secondary curriculum. This is patently not the case.

The discussion above has aimed to redress this misconception by demonstrating that the delivery of an OAA programme that meets statutory requirements can be delivered by PE teachers who do not necessarily have a specific background in OE and that it can and is being delivered in an outdoor environment that is distinguishable from the wilderness setting of traditional outdoor pursuits by being both familiar and accessible.

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The Scope for Provision of Outdoor Education in Primary Schools - an English Case Study.

Outdoor education is 'dangerous'. Such is the perception of many legislators, teachers and parents, but as in the concept of 'danger', the terms 'real' and 'apparent' are relevant and help provide insight into the current state of outdoor education in primary schools in England and Wales.

To people who are not involved in the outdoors, outdoor education in the U.K. is often perceived either in terms of its portrayal in the press(Lyme Bay Tragedy. Daily Express,March 23rd,1993.p1. Evening Standard March 23rd,1993.p1) - in the context of accidents to school parties - or in terms of its history - in the context of Baden-Powell, Kurt Hahn, Sir Edmund Hilary or the Duke of Edinburgh. Thus it becomes associated with risk-oriented extra-mural activities for secondary school children and the legislation recently passed to regulate such activities (The Activity Centres[Young Person's Safety] Act, 1995) further reinforces the notion that outdoor education is somehow dangerous. Primary outdoor educators therefore find themselves harmonising parents' interpretation of what outdoor education appears to be with what it really can be. They are further constrained as to what outdoor education can be, by the requirements of the National Curriculum, where again the perception of being 'dangerous' is reinforced by the introduction of the term 'outdoor and adventurous activities' which are now only available in a reduced form as part of the Physical Education National Curriculum prescribed for children over 7 years of age.

The National Curriculum in England and Wales consists of three core subjects - english, maths and science - and seven foundation subjects - history, geography, physical education, art, music, information technology and craft, design and technology with compulsory religious education. Statutorily, the National Curriculum occupies 80% of a school's timetable theoretically allowing the school to create its own curriculum in the remaining 20%. Funding is related to the number of children attending the school which is influenced by parents' perceptions of the school which is heavily affected in turn by the report of the OFSTED school inspector (Office for Standards in Education). Such is the climate of anxiety regarding funding that the 20% discretionary time is spent preparing for or responding to inspection needs which usually centre around core subjects. Within the statutory 80% further emphasis has recently been put on the teaching of literacy and numeracy, taking the emphasis even further away from foundation subjects and extra-mural activities. Within the National Curriculum therefore outdoor education has been interpreted in the sense of 'outdoor and adventurous activities' and, as a result of recent pruning, is now confined to one very small part of the primary curriculum for children over seven years of age.

Superficial inspection of the National Curriculum and the school timetable would indicate an 'apparent' lack of outdoor education at primary level.

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Within outdoor education definitions abound and it has been described variously.
'*Outdoor Education is not a subject, but an approach to education which is concerned with the overall development of young people*' (National Curriculum Physical Education Working Party.1991)

'*Outdoor Education follows the experiential philosophy of learning by doing. It takes place principally, but not exclusively, through involvement with the natural environment. In outdoor education the emphasis for a subject of learning is placed on relationships concerning people and natural resources*'. (Priest & Gass 1998).

A wide range of views are found amongst primary outdoor practitioners but most would consider that both an 'approach to education' and an 'outdoor adventure' interpretation would have relevance to work with primary children.

Closer scrutiny of the National Curriculum reveals 'real opportunity' for outdoor education at the primary level and some schools show 'real practice' taking place in effective and imaginative ways. The curriculum itself is defined in terms of Programmes of Study and Attainment Targets and both yield interesting opportunities to an outdoor practitioner with imagination. The following are examples taken from the curriculum which might be accommodated within an outdoor programme.

Maths: Problem-solving. Shapes, space and measurement. Collecting and gathering data. Application of numeracy.

Science: 'Exploration', '...care and sensitivity to the environment', 'describe phenomena', 'recognise hazards and risks', 'explore using the appropriate senses', 'the relationship between exercise and food', 'push and pull forces', 'darkness and light', 'sound in different environments', '...different living things live in different places e.g. woods and ponds.'

Craft, Design and Technology: Designing, making and testing.

History: Romans, Anglo-Saxons, Vikings, local history and recent history through role-play and visits to sites.

Geography: Recognise and make observations about physical features, express views on the environment, understand the distinctive nature of the location, scale, environmental improvement and damage, investigation skills.

Art: Record what they see and touch. Imaginative use of materials.

Music: The effect of time and place on music. Song.

Physical Education: Running, chasing, dodging, awareness of space, travelling on

hands and feet, turning, rolling, swinging, climbing, control, coordination, balance, patterns, moods and feelings, orienteering (7-11 yr olds only) in parks, woods or on the shore, and problem solving.

English: 'Talk with confidence about issues of immediate interest', 'talk and listen in different contexts', application of literacy skills, creative writing.

Such curricular content as outlined above applies, except where stated, to five to eleven year olds. In the Schools Curriculum and Assessment Authority's statement on Nursery Education: Desirable Outcomes for Children' Learning (1995. pp2-4) similar possibilities are clearly obvious. The following words and phrases occur:

Confident movement, basic physical skills, climbing, explore colour, sound, texture and type in two and three dimensions, see, hear, smell, touch, feel, express ideas and communicate feelings, sensitive to the needs and feelings of others, confident, have self-respect.

It can therefore be seen that even within the legislation there is 'real' opportunity to apply the potency of outdoor education and fortunately there are examples of 'real' good practice. The following is taken from the statement of aims in the outdoor education policy document of a primary school (Windermere Junior School Outdoor Education Policy 1996. p1) that uses the whole range of outdoor experience to enrich the learning of children within the school.

The school aims to use Outdoor Education experiences to enhance the learning process across the whole curriculum. We see it as an approach to education which is essentially cross-curricular rather than as a curriculum area in its own right.

We believe that Outdoor Education can make a contribution to the school curriculum in two distinct ways.

Firstly as part of the National Curriculum. The Outdoor Education element of the PE National Curriculum recognises the key role which adventurous experiences play in the development of children's physical, mental and spiritual well-being. In addition carefully planned, progressive Outdoor Education experiences, together with the appropriate preparation and follow-up, can be used to implement Programmes of Study and meet Attainment Targets in other subjects (particularly Maths and Geography) in a lively and motivating way.

Secondly as a means of developing key personal and social qualities in children. In recognising the significance of this second area we are in accord with one of the stated aims of the National Curriculum -

'to develop in pupils those personal qualities which cannot be written into a programme of study or an Attainment Target.'

and with the views of the Elton Report(Discipline in School 1989. p13) which stressed-

> *'the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social responsibility which underlie good behaviour.'*

The policy goes on to explore issues such as skills, activities, equal opportunities, assessment, evaluation, safety, consent, planning, staffing, parental involvement, other agencies, bad weather, emergency procedures, First Aid, equipment and consent forms.

What is characteristic of good practice in outdoor education in primary schools is that it is truly cross-curricular and forms part of an integrated progression. An example of a primary school's outdoor education syllabus might therefore look something like this:

Year One	Dance stimulated by the environment. Art using natural materials. Collecting and sorting outdoors. Nature Walk.
Year Two	Exploring the woods. Watching the Weather. 'Where's Teddy' orienteering.
Year Three	Map Games. Local History Trail. Introduction to outdoor orienteering.
Year Four	Exercise outdoors. Environmental awareness. Orienteering. Making Parish Maps.
Year Five	Orienteering competitions. Using stoves and cooking outdoors. Shelter design and building. Residential: canoeing, orienteering and low level walk. Local History: The Evacuees.
Year Six	Problem-solving outdoors. Orienteering. Residential: Canoeing, gorge walk, high level walk. Self-Reliant Journey: Unaccompanied journey from the centre to home, shadowed in secret by adults, for a selected few.

Whilst no scheme can ever be completely cross-curricular, as a consequence of limitations such as staff skills and the emphasis of the school some aspects of the National Curriculum can be particularly difficult to incorporate within outdoor education programmes. One such area is information technology. Obvious applications exist with the handling of data derived from the outdoors or through the use of the internet (e.g. weather maps) but original and unusual applications can arise as the following example demonstrates.

A group of teachers at the Lakes Comprehensive Secondary School, Windermere, involved with a class of eleven year olds had been observing that the behaviour and decisions being made by the children in the context of problem-solving fantasy stories and problem-solving computer games were markedly different. Both contexts were similar in that they involved the notions of fantasy and nearly always took place in outdoor settings. The children clearly recognised these differences but were also very insistent about the decisions they made although they were clearly unrealistic. It was clear to the staff that the children's perspectives of their own capabilities were similarly unrealistic.

The notion of making a problem solving triangle between text, computer and outdoor experience was proposed to present the children with an opportunity to realise the differences between their reactions in the three contexts. This was carried out in a wood with a stream, fallen trees, tracks and some old but safe quarry workings. A suitable tale was woven with 'travellers', 'hermits', 'ancient parchments', cloaks, lamps and a heavy dose of legend.

Needless to say the transformation in the children's perceptions of their strengths, self-esteem and potential was striking and universally positive. This scheme in itself grew into a larger curriculum project but it none the less illustrates how outdoor educational opportunities can arise unexpectedly from small beginnings, which with a little imagination, few skills and almost no equipment have a profound effect on children's learning.

The scope and potency of outdoor education in primary schools is acknowledged (National Curriculum Council,1990) but its provision is variable for the following reasons:-

1. The desire to focus efforts on passing inspections and be uncontroversial.

2. The perceived lack of outdoor education skills in teachers.

3. The perceived need for expensive equipment.

4. The fear that outdoor education is dangerous.

5. The perception that outdoor education is irrelevant.

6. The perception that primary aged children are too young.

In certain circumstances any of the reasons may be valid but in general they are commonly held mis-conceptions. The conception that outdoor education diverts schools away from and reduces the chances of passing an OFSTED inspection is not born out by the experience of Cumbria schools in which there are a number of schools where inspectors have commented positively about the outdoor education provision. It may well be that the inclusion of outdoor education is an indicator of an imaginative, energetic and outward looking school.

Teachers tend to over estimate the skills required to teach primary level outdoor education. Residential experiences are an appropriate way of by-passing this positively but In-Service Training and parental assistance can provide all that is needed in the first instance.

The expense of equipment may be less of a limiting factor once the specialist skill activities have been fulfilled by residential visits to centres where the 'fear of danger' element is transferred to trained specialists. Old ropes, spars, plastic drums and

sheeting can support an exciting school-based scheme usually costing little more than a phonecall.

Outdoor education can be demonstrated to be relevant by reference to the National Curriculum and examples of good practice. Further, its added value lies, as has been indicated by OFSTED inspectors, in how it goes beyond the subject curriculum and contributes to the social, moral and spiritual development of children. In terms of teacher motivation this is probably the most significant of its contributions.
Can children be too young to be involved in outdoor education? Children will natural-

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ly explore their immediate environments and from day one this will involve risks. The argument for guiding and guarding them as they do this and ensuring they get the most out of the experience is obvious. The justification for this extends from Aristotle, through Rousseau(1726), Froebel(1826), Baden-Powell(1908), Dewey(1938), Freire(1972), and Hodgkin(1985) to Mortlock(1984) - amongst many others.

Given all these apparent concerns and restrictions, outdoor education is widespread in English and Welsh primary schools but to varying degrees. Where it is prominent, it is alive and well and in the hands of enthusiasts. Its demands and risks are accepted and used imaginatively. How else would we want it to be? As a counter to the unimaginative, risk-avoiding and unenthusiastic approaches engendered by the worst of the National Curriculum and OFSTED its role is perhaps more significant in maintaining what might be regarded as 'the bio-diversity of the educational rainforest'.

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Changing Roles for Outdoor Education Centres

Introduction

Britain has the most extensive system of outdoor education centres in the world. There are over 1,200 day and residential centres provided by local authorities, voluntary and commercial organisations. It is estimated that 2-3 million young people take part each year in a vast range of outdoor education programmes. There have been two traditions of outdoor education in Britain, one through field studies and the other through outdoor pursuits. During the last 50 years they have developed as quite distinctive movements with their own philosophies.

The early development of field studies was linked to the study of science, particularly biology, geography and geology. Fieldwork has been closely related to school and college curricula. The Field Studies Council was founded in 1943 and has continued to establish a range of centres throughout England and Wales. In the early years courses were designed primarily for sixth formers (16-18 year olds) but there are now opportunities for adults and younger students to study outdoors. Since the 1960s many local education authorities have opened field study centres where school children can learn about and through the environment. Urban study centres, which often involve young people in studies of their own local environments, are a more recent development.

Drasdo (1972) distinguishes two approaches in the teaching of outdoor pursuits. The first concentrates on the development of physical skills and technical knowledge and was promoted by the centres run by the Councils of Physical Recreation. The second approach uses challenging situations in the outdoors to develop personal qualities such as self-reliance and leadership. This latter approach was influenced by the Outward Bound movement which established its first centre in Britain during the 1940s. It can be argued that there is a third approach which is represented by local authority and voluntary outdoor centres established since the 1960s. Their programmes have been designed primarily to encourage both personal and social development. Most outdoor leaders today consider the development of these personal and social skills to be the focus of their work.

Arguably, outdoor centres have suffered by the division into field studies and outdoor pursuits. Field study centres have been regarded as more academic and their work linked more closely to the schools curricula. Leaders in these centres are usually referred to as teachers or tutors which reinforces this role. Outdoor pursuits centres have had more problems in justifying their

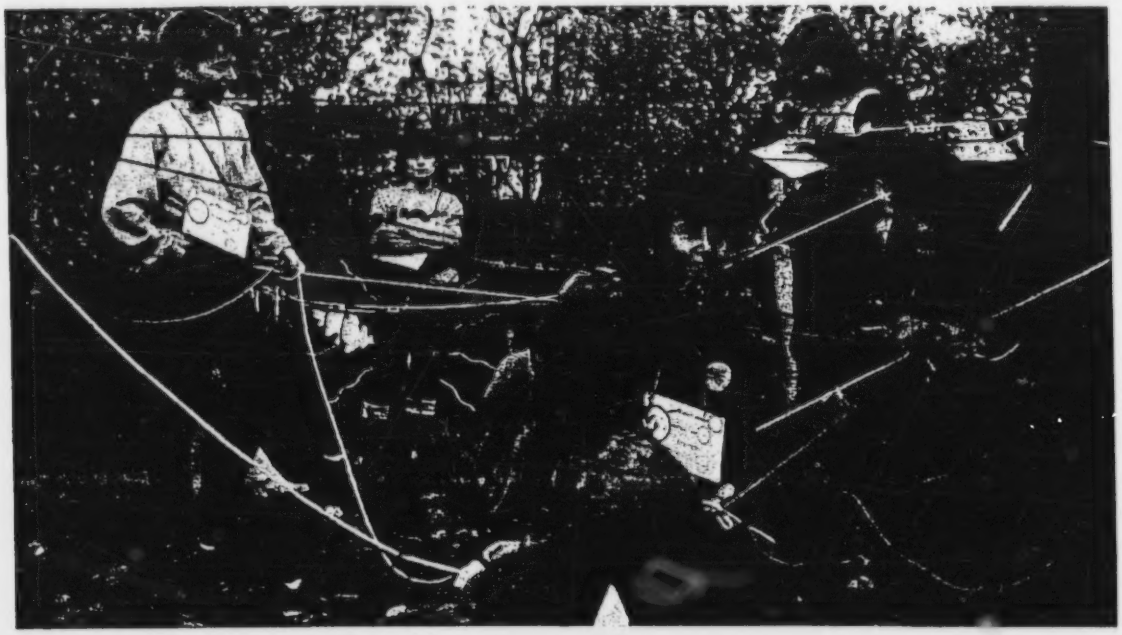
existence partly because the activities they offer are frequently perceived to be associated with leisure and recreation rather than education. This problem can be exacerbated when their 'leaders' are often called instructors rather than teachers, which implies that they are imparting technical skills rather than educating young people.

In reality these two approaches have much in common and each has a great deal to offer the other. There are many social benefits to be gained from visits to these centres. Young people taking part in fieldwork or outdoor activities need to communicate and co-operate effectively. Learning is experiential and involves group discussions and decision making. Adventurous activities as part of a field studies programme can help to motivate and inspire individuals and strengthen groups whereas fieldwork can help in the understanding of natural and human systems.

The potential for encouraging environmental education through programmes at these centres is enormous and yet their influence on raising awareness in this area has been limited. The environment is used to provide a back cloth for academic learning and a means of developing personal and social skills. There is learning about and through the environment but little attention has been given to education for the environment. Each year in Britain thousands of young people are introduced to new and challenging environments through visits to outdoor centres. They may return more knowledgeable about a particular environment, wiser and more sociable and perhaps with new interests but are they any closer to the world around them? There is little evidence to suggest that outdoor centres are encouraging a greater awareness and concern for the environment (Cooper,1991). To achieve this they may need to re-assess their aims, programmes and methods. The following case study considers how two local authority outdoor education centres have tried to develop a broader approach to education and one which places greater emphasis on the environment.

Lakeland Outdoor Education Centres- a case study

Since the early 1980's Metropolitan Wigan has owned two residential outdoor education centres, Hinning House and Low Bank Ground, in the Lake District. The centres are jointly managed as Lakeland Outdoor Education Centres and their programmes co-ordinated and run by a team of six teachers. Young people aged nine to eighteen years from urban areas come to the centres for five day residential courses in outdoor and environmental education linked to their school curriculum. Primary groups (9-11 years) can choose between two programmes, "Earthkeepers" and "Explorers", and older students take part in a variety of programmes involving outdoor adventure, problem solving, art, fieldwork and practical conservation. The centres also run in-service courses for teachers and youth leaders and training courses for countryside staff and environmental leaders.



From the start the centres have attempted to relate their work to mainstream education in Wigan and the staff have adopted a broad and a balanced approach in their teaching. They were never conceived as narrow-based outdoor pursuits or field study centres but as education centres where all kinds of school and college groups could learn from the environment. Over the years the centres have hosted writers' workshops, art, photography, geography, geology and biology courses, drama and dance, music and mathematics groups as well as the more usual courses in outdoor and environmental activities.

There is a written education policy for the centres that all groups receive prior to their visit. The aims of the centres are expressed in terms of awareness, understanding and caring for oneself, others and the environment. This is not a new concept (Dartington Amenity Research Trust, 1980; Mortlock, 1984) but there is a belief that personal, social and environmental aspects are inseparable and all part of the same process. A person who has little self-respect or self-esteem is unlikely to work well in a group or to have respect for the environment. It follows that the work of the centres in raising confidence and self-esteem is the essential foundation required for environmental education. Surveys of teachers and young people visiting the centres over a number of years provide useful anecdotal evidence of the educational value of the centres (Cooper, 1997).

The two centres have developed a particular ethos, which can be illustrated by considering a number of key areas:

1. Teaching and Learning

There is a strong belief in the importance of creating a friendly and supportive learning environment. All aspects of the centres contribute to this- the buildings, decor, accommodation, food, management and attitude of all the staff. Linked to this is a student-centred approach to learning with high expectations for personal involvement and teamwork. Young people are encouraged to take responsibility for their learning and emphasis is placed on co-operation rather than competition. As in other outdoor centres participants learn through direct experience and the value of planning, doing and reviewing is stressed.

The centres are concerned with the development of the whole person through mind, body and spirit. A written set of learning outcomes is sent to visiting schools and these relate to the centres' aims of personal, social and environmental education. The learning outcomes are defined in terms of skills, attitudes and knowledge (Figure 1). A range of outdoor activities is offered and selected according to the potential each has for meeting the

● = MOST POTENTIAL EDUCATIONAL POTENTIAL OF OUTDOOR EDUCATION ACTIVITIES ○ = SOME POTENTIAL

LEARNING OUTCOMES	ORIENT	KAYAK	MT WALK	SCRAP WALK	EARTH WALK	TEAM CHALL.	LOCAL WALK	FARM VISIT	ROCK SCAMBLE	BIKING	CENTRE LIFE/ RESIDENCE
SKILLS											
Organisational		●	●							○	●
Self-reliance	●	●	●		○				●		●
Co-operation	●	●	●	○	●	●			●	○	●
Communication (sharing, expr. ideas	●			●	●	●		●	●		●
Assertiveness						●					●
Taking responsibility	●	○	○			●	●		●	○	●
Problem solving	●					●					○
Creativity/imagination				●	●	●					
Observation	●	○	●	●	●		●	●	●	○	
Recording			○	○	○			○			
Map reading	●		○	○							
Analysis/review	●	●	●			●		●	●	●	●
Physical skills		●	●			●			●	●	
Taking action											●
ATTITUDES											
Self-awareness/respect	●	●	●	○	●	●	○	○	●	●	●
Positive Attitudes	●	●	●	●	●	●	●	●	●	●	●
Awareness of other/empathy	●	○	●			●	●	●	●	●	●
Trust building	○	●				●	●		●		○
Aesthetic appreciation		○	●	●	●		●		●		
Environmental awareness		○	●	●	●		●	●	●	○	
Respect for Environment	●	○	●	●	●				●		
KNOWLEDGE											
Basic Physiology	●	●	●						●		
Safe Practice	●	●	●	○	○	●	○	●	●	●	●
Healthy Lifestyle			○								●
Understanding landscapes			●	●			●	●	○		
National Park			●				●	●	○		
Energy flow			○	○			○				
Inter-relationships			○	○	●		○	○	○		
Recycling			○	●			○				
Water cycle		○	●				○		●		
Geological time			●				○		○		
Weather		●	●				●	●	○		
Contrasting land use/ settlement			●	●			●	●	●		
Environmental pressures			●	○			●	●	●	○	
Access/conservation	●	○	●	●			●	●	●	●	
Opportunities to follow up interests			●	●						●	●

Figure 1

desired learning outcomes. In this way, activities are not treated as an end in themselves but as a vehicle for learning. Using this approach raises questions about the appropriateness of some activities to the aims of the centres. For example, it could be argued that abseiling, which places the

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leader in a dominant role and emphasises reliance on equipment and a quick thrill may actually work against the overall philosophy. Care should be taken with this approach as the educational potential lies not in the activity per se but in the way it is introduced and facilitated by the leader (Cooper, 1998: 133).

2. Schools and Community Links

The Lakeland Outdoor Education Centres attempt to maintain strong links with Metropolitan Wigan and its schools. The work of the centres, by encouraging motivation and developing skills and knowledge through first hand experience, relates closely to the education authority's aims to raise standards and improve the quality of teaching and learning. The importance of these enriching experiences has been recognised by the Department for Education and Employment (1998).

Contact between the centres and schools is encouraged through teachers' in-service courses and workshops. There have been recent links with the advisory service to develop educational materials relating to a range of curriculum areas including geography, physical education, science, technology, art and literacy. For four years there was an artist based at the centres as part of an extensive Wigan based "Artists in Schools" project. Each visiting group had the opportunity to work with the artist as part of their programme. The centres are also involved in Local Agenda 21 initiatives to promote sustainable practice in schools and centres. A young persons' Local Agenda 21 group has been established in Wigan and it has held weekends at Hinning House and Low Bank Ground working on practical conservation projects.

There are good links with local communities and organisations. Farm visits that help to promote understanding in a close-knit community are an established feature of Hinning House. A national training course for countryside staff held each year at Low Bank Ground involves a group of some sixteen rangers working with children in a local primary school. This same school has developed several links with Wigan schools and visits have been arranged and information exchanged. Over the years the centres have developed joint projects with a wide range of local organisations including the Lake District National Park, National Trust, British Trust for Conservation Volunteers, Cumbria Wildlife Trust, Forest Enterprise and the Adventure and Environmental Awareness Group. This co-operation has involved training workshops, practical conservation projects and ideas for promoting good environmental practice.

3. International Links

As part of an outward-looking policy the centres have developed many international links and continue to receive visitors from other countries. In

1990 Low Bank Ground hosted an East-West European conference on environmental education. This was a landmark as political barriers between eastern and western Europe had just collapsed. It led to several joint projects including the dissemination of a model for environmental education developed and trialled in five European countries (Den and Cooper 1993). Since 1994 the centre has organised regular international youth events for 18-25 year olds on environmental themes such as, 'Community, Arts and the Environment', 'Tourism and the Environment' and 'Local Agenda 21'. These events have been funded by the European Union's 'Youth for Europe' programme and supported by the British Council's Youth Exchange Centre. Each year the participants have produced their own report of the event. The centre has also arranged training for European youth leaders and has been involved in setting up international summer camps in several countries. Centre staff and young people from Wigan have taken part in these events.

4. Environmental Understanding and Practice

The centres have a written policy on environmental education which includes all elements from awareness and understanding through to action. The 'Explorers' primary school course introduces young people to a variety of environments through outdoor activities, for example, 'in the forest(orienteering), 'on the lake' (canoeing), 'in the gill' (rock scrambling), 'down to earth' (environmental awareness activities). Sometimes it is the approach adopted by the leader rather than the nature of the activities that is important. A mountain walk becomes an exploration, a journey into the mountains rather than a dash to the top. There is time to experience detail- a rock, a tree, a bone, a view- and connect with the spirit of the place (Cooper, 1998: 99-102). The mountain walk is used to fire imaginations, introduce environmental issues and allow time for reflection. The centres also offer the 'Earthkeepers' programme as an alternative for primary groups. This is a carefully structured programme devised by the Institute of Earth Education (Van Matre and Johnson, 1988). The young people are invited to take part in a quest to find the secrets of becoming an 'Earthkeeper'. The programme starts and finishes in their school and it involves them changing their own environmental behaviour.

The centres have also tried to improve on their own environmental practice by reducing the use of transport with groups, saving on packaging and the use of paper, composting and recycling. The grounds at Low Bank Ground have been managed to improve habitats for wildlife by tree and hedge planting, protecting the lakeshore from erosion and overgrazing and creating a wetland area. The centres are currently involved, with six other British centres, in an Eco-centres pilot project (Tidy Britain Group, 1999).

Concluding comments

I have tried to argue that there is a need for outdoor centres to reconsider their roles. I believe they should become more a part of mainstream education by developing links across the curriculum. Their groups will benefit from a more open and outward-looking policy where centres become involved in their local communities and co-operate with a range of other organisations. This case study has illustrated some of the successes of two centres in meeting this challenge. There have, of course, been problems and setbacks, some of which have resulted from structures and working practices imposed from outside. There is little doubt, however that outdoor centres can do much more in the UK to encourage environmental education and help prepare young people for life in the 21st century.

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Tom Lilley

Outdoor Adventure Education with Young People at Risk

'Too many of our young people feel rejected and undervalued.'
Archbishop of Canterbury as part of his Easter message BBC News 30th April 1997.

Introduction

The Archbishop of Canterbury identifies that too many of our young people feel rejected or undervalued. The at risk indicators of social decay in our society impact on the lives of our young people. These include unemployment, homelessness, many families in temporary or bed and breakfast accommodation, family stress or break up, crime, drugs abuse, poverty and violence. These indicators are prevalent in our cities and urban areas. In Britain we increasingly find ourselves divided into those who 'have' and those who 'have-not' either in terms of wealth and/or education. Outdoor educationalists have asked whether education is preparing our young people for life in the 21st Century.

'Is it [the education system] encouraging active citizenship? Should we be educating for change, for a society in which every individual is valued ?' (Cooper, 1994 : 9)

Values in education and the community

Outdoor educationalists as early as Mortlock (1984) have asked whether traditional secondary schooling had been devoid of vitality and enthusiasm because of a concentration on an examination system which branded many young people as academic failures.

'This in turn has led to a continuation of a traditional type of education which is unbalanced in terms of overall growth of young people. The physical and emotional needs and abilities of youth tends to be regarded as of peripheral rather than central importance, ...' (Mortlock, 1984 : 45)

Mortlock also highlights the lack of practical emphasis on 'universal values basic to any society'.

Despite the statutory basis for values and ideals that are considered important for the community and education the 1988 Education Reform Act (ERA) failed to make an impact in this area. Outdoor educationalists continue to ask whether the National Curriculum provides a platform to educate the whole person or continues with a narrow inflexible 'compartmentalised' approach to teaching and learning where it is often difficult to promote values and ideals important for education and society as a whole (Keighley, 1991, 1996, Humberstone, 1989,1993).

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Perhaps as a reaction to the controversy and criticism of the National Curriculum not meeting the overall aims of the ERA, the School Curriculum and Assessment Authority (SCAA) set up the National Forum for Values in Education and the Community (SCAA, 1996) to make recommendations on:

'ways in which schools might be supported in making their contribution to pupils' spiritual, moral, social and cultural development.
to what extent there is any agreement on the values, attitudes and behaviour that the schools should promote on society's behalf.' (SCAA, 1996 : 5)

The National Forum (SCAA 1996) recommended that a national initiative be launched to achieve a wider consultation to discover the consensus of agreement from different sections of society and how they might support each other in, 'promoting the development of pupils'. There was a general consensus on the proposed core values which would go forward for consultation; they centred on society, relationships, the self and the environment. They provide the window of opportunity for outdoor adventure education to demonstrate its potential to the wider community and society. Hopkins and Putnam (1993 : 226) holistic model of outdoor adventure also reflects a values approach.

The National Forum's statement of values

'SOCIETY: We value truth, human rights, the law, justice and collective endeavour for the common good of society. In particular we value families as sources of love and support for all their members and as a basis of a society in which people care for others.

RELATIONSHIPS: We value others for themselves, not for what they have or what they can do for us, and we value these relationships as fundamental to our development and the good of the community.

THE SELF: We value each person as a unique being of intrinsic worth, with potential for spiritual, moral, intellectual and physical development and change.

THE ENVIRONMENT: We value the natural world as a source of wonder and inspiration, and accept our duty to maintain a sustainable environment for the future.' (SCAA, 1996 : 3-4)

The holistic nature of education reflected in the values outlined by the Forum may enable outdoor adventure education to offers a unique supporting role particularly for young people at risk.

Ministers have accepted the statement of values produced by the National Forum. Estell Morris, (SCAA, 1997) Education minister, welcomed the proposals and emphasised that spiritual, moral, social and cultural aspects of our young people's education were just as important as their academic needs.

Working with vulnerable young people at risk

During the last five years I have been working at Oakdale Behavioural Support Service (BSS) Centre in Birmingham with vulnerable young people many of whom are considered to be at risk. The young people have been excluded, at risk of exclusion or are refusing to attend school. During this time I have undertaken a research project which investigated the impact of an outdoor adventure education experience for young people targeted at risk in mainstream education (Lilley, 1998). Underpinning the practice and research was a belief and commitment to using outdoor adventure education as a tool to work with vulnerable young people some of whom were considered to be at risk, not one that dominates or provides an easy solution but one that seeks to compliment other strategies within the social/educational context. Reflecting on the practice is an important consideration for the teacher and a vital component of the qualitative ethnographic style of research undertaken (Humberstone, 1997a, 1997b).

Context

Oakdale Centre is part of the Birmingham Local Education Authority's (LEA) BSS. There are nine centres across the service, Oakdale being secondary based in the south area. There are six secondary centres and three primary centres and they are regarded as small schools. Under the government legislation and regulations, the BSS is regarded as a Pupil Referral Unit (PRU) (DfE, 1994a). Outdoor adventure education is used as a strategy by the BSS to enhance and complement the existing support strategies. Outdoor adventure programmes have been used with the following young people across the service by a variety of the centres, although historically Oakdale Centre has made the strongest commitment to work in this field.

- Children who have been excluded from school
- Children who refuse school
- Children who are at risk of exclusion
- Children who have emotional and or behavioural problems either BSS centre based or using an in-school support (ISS) strategy within a mainstream context

There is a strong history and focus in Birmingham in the application of outdoor adventure education, with its base using the local urban and urban fringe environments and community, as an important resource for young people. The providers include the Birmingham Outdoor Centre, The Ackers, Pathway project, the West Midlands Police (WMP) adventure team and more recently Fairbridge, all of which provide resources and programmes for school and community groups of young people some of whom are considered at risk or who have special needs. Oakdale has used outdoor adventure education as an important part of its curriculum for over twelve years. The centre's charitable trust status has raised over £70,000 to facilitate the provision of outdoor activities and equipment.

At risk

In this context it is necessary to understand the meaning of the term at risk as defined by Huskins (1996). The characteristics of the young people who take part in the outdoor adventure programmes with Oakdale and the BSS might include one or more of the following:

* Low global self-esteem (using Mosley's (1995) criteria and checklist)
* Poor academic ability and learning difficulties.
* Exhibiting behavioural problems.
* Involved in peer conflict, verbal or physical.
* Exhibiting emotional problems.
* Poor interpersonal relationships with peers and adults/teachers.
* Experiencing problems or difficulties concerned with their home and/or family background.
* At risk of exclusion or potentially refusing to attend school.

All of the above can reflect a low self-esteem (Margerison 1996, Mosley 1995, Department for Education (DfE), 1994b) or 'at risk' characteristics (Huskins 1996). Margerison (1996) argues that low self-esteem can be a factor in EBD as well as learning difficulties. The DfE Circular 9/94 recognises the significance of self-esteem for children with EBD stating,

'*Their behaviour may be evident at a personal level for example through low self-image, anxiety, depression or withdrawal; or through resentment, vindictiveness or defiance. ...Many such children are unable to trust or to form relationships with peers or adults.*' (DfE, 1994b : p.7-8)

Margerison (1996) and Mosley (1995) argue that self-esteem is a 'key' factor is determining how a child behaves, learns and thus achieves within the school or any environment. Outdoor adventure has been used in other areas for at risk young people and these young people may be considered to be more to the higher end of the at risk continuum (Lilley, 1996) in the criminal probation services or young offenders. The work at the BSS targets young people at an earlier stage of at risk behaviour. The outdoor education work is based on the core inter and intrapersonal values identified above. The typical course aims are outlined below.

Typical Aims and outline of an outdoor adventure programme
Aims of the course

1. To make the young people more aware of their actions and behaviour particularly in relation to others.
2. To encourage the development of personal and social skills and relationships, e.g. trust, co-operation and teamwork.
3. To promote and develop self-confidence, self-esteem, self-respect and respect of others.

4. To improve and develop positive behaviour within the programme.
5. To encourage learning potential through the introduction of new skills, challenges and experiences.
6. To motivate the young people through group and individual challenges.
7. To promote a positive awareness of health, fitness and recreational aspects.
8. To encourage exploration and respect of the environment.
9. To actively engage young people into making a decision for a positive change in their behaviour and relationships with others.
10. To promote and encourage the transfer of positive behaviour and relationships to school and other social situations.

Typical programme.

This takes place on a one whole day per week basis.

1. Introductory slide show and preparatory meeting.
2. Team building/problem solving day, including icebreakers, problem solving and environmental aspects.
3. Canadian Canoeing journey.
4. Orienteering, skiing
5. Climbing.
6. Mountain biking or walking
7. Group review, personal tutorial and interview.

A variety of activities are offered including problem solving, team building, climbing, kayaking, canoeing, mountain biking, orienteering, campcraft, low level walking, hill walking, expeditioning, journeying, caving, skiing, sailing, environmental education and residential opportunities. These activities initially take place at a local level, canals; reservoirs; artificial climbing walls and ski slopes (Ackers, Rock Face, Snowdome), country parks; (e.g. Sutton and Lickey Hills) There are 'expeditions' further afield to areas such as the River Severn, the Forest of Dean, Peak District, Wales, Lake District, Cornwall, Devon as appropriate. The majority of the activities take place in urban or urban fringe, visits to our national parks and other more rural area's take place usually as a cumulation of a particular programme.

Programmes are usually multi-disciplined, although single discipline programmes are also offered. Programmes at Oakdale have run as a one or half day per week for a term

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or half a term throughout the year. They are considered to be part of the social education that the centre offers for its young people. Programmes often have multi-activity taster sessions or a concentration on a specific discipline to improve personal outdoor skills. There are beginner courses and developmental courses. There can be tailor made courses to meet individual and group needs. Work with many young people has taken part over a long term basis, up to eighteen months in some cases. This means that the outdoor adventure programme is a major part of the education of the young people in our care.

My role has changed recently in that I have a wider role of working across the BSS in other centres and particularly in the South Area. I have worked this term in Wake Green Centre, a long stay unit for school refusing and excluded pupils, concentrating on ski developmental courses. Teachers from Wake Green accompanied the young people. The course was made richer through the teacher's encouragement and recognition of the success of the young people during the course. The supportive climate of the staff enhanced the impact of the outdoor adventure education course. Wake Green has for several years been committed to using outdoor adventure education as part of their development of the whole person. Every year they target newly arrived Year 10/11 pupils for a three day residential at a Youth Hostel outdoor activity centre as part of the relationship building process for staff and pupils. As many staff as possible take part in the residential and join in with the activities for the young people. Their current Head of Centre had her first Kayak lesson at the tender age of 48! Wake Green has developed a successful partnership with the WMP Urban Adventure who facilitated the residentials and worked with them throughout the year offering multi-activity programmes. There continues to be a close relationship between the WMP Urban Adventure and the BSS which provides a worthwhile community link.

Working in other centres facilitates the 'working together in partnership' within the BSS for the young people in our care. As part of the South Area Outdoor Adventure project we are developing with teachers from Minerva centre innovative strategies for dealing with primary age young people who have extreme emotional and behavioural difficulties. We have started slowly using their immediate environment particularly for team and relationship building before undertaking more adventurous activities off their school site.

Residential Work

This could form part of any programme as a developmental aspect or a target, for a group to achieve. There are local camping and residential opportunities available to use for overnight or longer (Stables and Burcot camping centres (Birmingham LEA), Log Cabin camping and residential(Federation of clubs for Young People). There have been residentials from Oakdale to North Wales, The Lake District, The Forest of Dean, Wyre Forest and Cornwall. This has involved the use of several Youth Hostel Association venues. Oakdale has placed several young people on Outward Bound courses.

Partnerships with other agencies.

It is possible to work in partnership with other providers of outdoor adventure education to work with the BSS. WMP; Birmingham Outdoor Centre; Stables Camping and Environmental Centre; Pathway Outdoor Adventure; Ackers Trust; Birmingham Parks Ranger Service(They have provided numerous places for work experience though their ranger programme). Over the last two year there has been a close link with West Hill Higher Education College, this has included lectures to various groups of students, both practical and theoretical, highlighting the work in the outdoor adventure programmes. Several students have had work placements at the Oakdale Centre or became involved in voluntary work with the young people. There has also been work experience placements for year 11 pupils from local schools.

Possible Qualifications/ Awards for young people.

National Sports governing body awards at various levels e.g. canoeing and skiing are awarded as well as internal course and activity certificates. These certification and course reports would be for their record of achievements or personal evaluative portfolio.

Evaluation and Reports.

Young people would be asked to review and reflect on the programme of work. A report including their reflections would be issued; personal and group tutorials are used for this purpose. Evaluation would also be provided as to the success of the young people and the course by teachers involved from centres and schools.

In School Support

The Oakdale project has proactively targeted young people in mainstream schools who are at risk and have some emotional and/or behavioural difficulties. Schools contact the project via the ISS teachers as part of a partnership or package to work with young people at risk, thus complementing the existing BSS strategies. Over the period of the project Oakdale has worked with fourteen schools in the south area with several programmes or on going projects in some of the schools. I have recently completed a masters degree research project exploring the relationships and strategies in developing an outdoor adventure education experience with young people at risk based within a school community (Lilley, 1998).

It is evident from the qualitative research issues and themes identified that there were key qualities, strategies and characteristics required in order to enhance intrapersonal development,

* *'A fresh start in a supportive, challenging and empathetic environment or climate*
* *Focusing on success and achievement to break the failure cycle*
* *Recognition and celebration of success by significant others e.g. peers, teachers*

and parents
* *Improved relationships with peers and teachers/adults*
* *The ability and opportunity to self-reflect in order to self-develop*
* *The importance of partnerships to facilitate effective transfer'*
(Lilley, 1998 : 292-293)

Conclusion

No outdoor adventure programme can guarantee intra and interpersonal development for young people at risk. Nevertheless, it is evident from the qualitative research undertaken that, given an empathetic outdoor adventure education programme, it is possible to facilitate positive changes in behaviour, how young people perceive themselves and how they relate to and respect others.

The project has developed from working only with pupils at Oakdale to providing outdoor adventure programmes for vulnerable young people in schools and BSS centres across Birmingham. The BSS view outdoor adventure education as a valuable strategy for work with young people at risk. A Head Teacher accompanying an at risk group of year 8 pupils for a climbing day late in the programme described his experience,

'The day I went with you I wished I had some of the more cynical members of staff with me and possibly a government inspector because I thought it was a wonderful day. I could see how much they had matured, how much they had gained in confidence. What did surprise me was the amount of co-operation they showed between each other and the amount of time they were prepared to listen and watch and concentrate on what was going on before it was their turn.' (Lilley, 1998 : 351)

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Working with Young People at Risk The Fairbridge Approach

Context

The term 'youth at risk' has emerged during the past decade to cover a broad range of equally broad descriptors: troubled youth, adjudicated youth, young probationers, young unwaged, and so on.

Although outdoor programmes since the 1940's have had elements of personal and social skills development, this focus has seemingly increased and changed in the past two decades. Bowles (1997) suggests that the outdoor adventure programming advocates of the 1970's had a different vision than those of the 1990's. The writings of Mortlock (1973) and Drasdo (1972) advocated the use of adventure experience to enable a broad spectrum of 'humanistic' outcomes. Bowles, however, suggests that Huskins (1996) approach is:

'... A world of fixed outcomes to be achieved through the successful application of technique.' 1997:14

Similarly Bowles points to the focus of Barrett's (1994) 'Youth at Risk' conference report as one of arguing value for fundability, i.e. the need to justify programmes by economic outcomes, such as youth employability rather than the early humanistic justifications.

Although Bowles' perspective provides a somewhat polarised reading of the changes in outdoor adventure education during preceding decades, it does identify the very real effects of governmental policy on organisations in the UK working with, and advocating on behalf of, young people at risk. Charitable projects have shifted from a position of amateur benevolence to one of professionalism, accountability and value for money.

Indeed the current climate has brought together youth organisations that utilise in part or totally the outdoors as the media for working with young people . These organisations as Fairbridge, Ocean Youth Club, The Prince's Trust Volunteers, Raleigh International, Drive for Youth and Duke of Edinburgh's Award have formed a single Youth Alliance to maintain a united voice to lobby and promote their interests at ministerial level.

One major consequence of the 1988 Education Reform Act (ERA), has been the rationalisation of mainstream outdoor education centres. Thus they have been required to generate income and many local authorities have considerably reduced or closed such facilities (see Humberstone 1995). Further, the ERA created greater

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government intervention into and control over the school curriculum in the form of the National Curriculum(NC) . This provided the impetus for the development of a youth work curriculum and although not a legalised structure as is the NC, it has certainly become a legitimate tool in the quest for providing accountability and so financial support.

A Definition of Youth at Risk

It is within this context that large numbers of young people engage in some form of personal and social skill development within the UK.

The factors leading to young people being labelled 'at-risk' may include their being homelessness, drug use, criminality, and so on. These overt factors constitute a 'popular' representation and are arguably only one aspect of an individual's circumstance. Indeed these are symptoms of some root cause. The fundamental causes of 'at risk' behaviour have been heavily debated between proponents from psychological and sociological positions. This has lead to the popular 'nature' or 'nurture' arguments regarding the cause and so the remedy of 'at risk' behaviour. Despite the genetic arguments regarding personality characteristics and criminal behaviour propounded by Eysenck (1963), it is arguably the social and environmental contexts which influence human behaviour toward and which may develop into what is perceived as anti-social.

This latter perspective suggests that given appropriate and supportive contexts young people may be deflected from such negative behaviour. Many believe that young people need to experience success and this sense of success is potentially a key factor leading to behaviour associated as at-risk. De Lacey (1990) argues that resolving status frustration requires a rejection of mainstream values and norms and a replacement with an alternative set from a sub-group within which success can be experienced and achieved.

'Success is defined in terms of the relative value placed upon normative behaviour within the sub-culture, behaviour generally regarded as deviant by mainstream society.' (De Lacey, 1990:5)

O'Brien (1990) provides an 'at-risk' taxonomy. Simply stated it suggests that 'at-risk' behaviour, although destructive for mainstream society, is constructive for the individual in the short-term. O'Brien describes behaviour that was negative for the individual and positive for society as 'conforming', and behaviour negative for both as 'alienated'.

This model, although rather crude, was established in a New Zealand based wilderness youth programme, to urge the agency to focus resources effectively by selecting only those young people 'at-risk'. It is apparent that defining 'Youth at Risk' is a complex process and can not be achieve by simplictically considering root cause, overt factors or range of behaviour.

Given this difficulty in determining who are the young people who are 'at risk' and might benefit from intervention, the Fairbridge organisation defines the broad parameters of their target group as aged *between 14 - 25 from inner city areas*. In practice it appears that a shared need of individual's using the service is *of needing to experience success*. These outcomes may not simply be in terms of material outcomes such as training and employment, but also in sheltered, incremental, engineered-for-success experiences. In this way the associated needs of self-confidence and realistic, yet motivating goal-setting skills, may also be dealt with.

Perhaps for the purposes of selection of young people for Fairbridge programmes, the simplest definition of youth at risk is of those young people least likely to access the mainstream education, training, and social arenas without intensive support.

A Model for Youth at Risk Programmes

Youth at risk programmes are generally concerned with human development and through a variety of experiences and processes they aim to change behaviour of individual participants, and review individual attitudes and values en route. Despite project staff not usually perceiving themselves as therapists, these personal and social skill programmes subscribe to a specific therapeutic approach, generally without clinical intention or definition.

Ringer and Gills (1996) argue for two broad, prevalent therapeutic approaches: 'Insight-based' and 'Non-insight Based'. An insight-based approach focuses upon relationships between therapist and client, i.e. a psychoanalytical process enables unconscious conflicts to become visible and understood by the individual who can then choose to modify future behaviour accordingly.Non-insight techniques do not rely on the individual understanding such psychological conflicts. Rather, they assume that more useful and appropriate behaviour can replace learned, but maladaptive behaviour via an experiential programme.

In its most basic origins this approach is grounded in the work of Pavlov (1927) and Skinner (1953), but is refined by Bandura (1969) within the concept of modelling. In a traditional therapy setting this would involve the therapist enabling the participant to practice and rehearse new behaviour, given a variety of sources of information for the new behaviour. The information could be derived from personal experience, observation, verbal persuasion, or emotional arousal (e.g. flight versus fight scenarios).In a contemporary group work setting, essentially the individual is provided with the opportunity to gain the most dependable and effective information from guided personal experience.

Programmes that are designed for working with young people at risk are likely to locate themselves within this latter experiential model. This is because such programmes generally provide a different and more motivating experience for this particular target group; they also provide opportunities for the young people to experience success quickly and feedback on performance is often instantaneous ;finally,

groups of 8-10 young people are viable with the support of one or two staff.

Consequently, whereas socially unacceptable (or illegal) strategies may have been used by the young people to bring about needed feelings of success, the programmes aim to provide the opportunity for the development of new strategies and behaviour to replace them.

A common model associated within outdoor based programmes is Kolb's (1984) Learning Cycle that incorporates the elements: *Plan - Do - Review.* This cycle is commonly used within a 'Development Training' process where there is a key focus upon post-experience facilitation.

This initial building block has become an established part of the youth training profession and other techniques have since been introduced that are relevant to this target group. These include: an *isomorphic* approach that involves making experiences structurally similar to real-life to assist in transfer of learning; and *pre-viewing experiences* such that expectations are carefully, and probably, subtly reinforced by the group facilitator.

Whatever techniques are utilised in programmes working with young people at risk the approach tends to ensure that once new behaviours are initiated by an experiential programme, there are techniques and resources to enable a degree of transfer of the learning from the 'closed' programme to 'open' everyday life experience.

The Fairbridge Programme

The Fairbridge organisation comprises eleven inner city bases in the UK and over 150 staff members (1998), working to a corporate operational strategy.

The overall programme model involves a combination of group work, experience and individual support. The group process focuses initially upon self-confidence, communication, motivation leading to team working, problem-solving, trust plus also issues which relate to themes such as values, health, independent living and similar. The staff combine indoor practical lead-ins to outdoor activity experience with a review process, for both the live group and for each individual. The review process is creatively focussed using media such as art, photos and video to stimulate discussion, learning and ultimately transfer of learning from the experience to real life outside of the programme.

The programme model is based on development training, incorporating elements of preview and creative review, within an overall framework of enabling behavioural change via successful performance through experience.

Fairbridge highlights the importance of post-programme follow-up through each project having dedicated workers and resources to support the behavioural and lifestyle changes young people initiate. The young person and worker use goals

chosen by the individual to devise an action plan.

Both Fairbridge and other agency workers are made aware of these goals so that during a future programme the individual will be supported with regard to their own action plan. For example, during a conservation course run by Fairbridge, some young people might be concerned with technical skills learning whilst others might be more concerned with team working skills and strategies to diffuse their anger in situations of conflict.

Fairbridge, therefore, seeks to equip young people with appropriate skills for life as determined by a broad curriculum. However, the individual determines where they will use these baseline skills, not by an imposed accreditation process, or set of national standards.

When young people are ready they may move on to a mainstream training programme concerned with the former issue of accreditation and qualification. Fairbridge, however, has always operated from the perspective of the individual. On occasion, a mainstream funding avenue may not be followed up if it brings with it an externally imposed agenda that may be unobtainable by the Fairbridge client group.

Conclusions

The term youth at risk has emerged in the past two decades and has become synonymous with young excluded people requiring intensive and creative support to access mainstream provision. Programmes supporting young people at risk, using outdoor based programming, tend to locate themselves in a non-insight based therapeutic approach to achieving behavioural change of these young people. This focus is accessible to the target group and is achievable for individuals within a group context.

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It supports an experiential approach and it suits a range of staff whom are unlikely to have clinical or counselling training. A development training approach and associated learning cycle best describe the internal model the programme is based on, with a strong focus on creative review of experience.

Programmes tend to stress their concern of follow-up provision to enable the transfer of learning to everyday life, particularly focussing on the goals created by, and relevant for, each individual. However, changes in society in the UK in the past two decades have urged youth programmes to structure and deliver a more formalised curriculum. Fairbridge, amongst other youth organisations, aims to balance an externally imposed curriculum, to survive in today's society, with the immediate and longer-term concerns and goals of the individual.

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The High Seas Adventure Context for Young People

Introduction

Sailing expeditions have played an important role in adventure provision for young people in Britain over many years. However, this area has been over-looked for the most part in academic research. In 1994 Dr Keith Bottomley, University of Hull, presented the findings of a detailed study of the Humberside Probation Service Sail Training Project to delegates at the National Association for Outdoor Education / Basecamp conference in Ambleside. His research demonstrated the opportunities and limitations of sailing adventures for young people at risk of offending. Although his conclusions suggest that no significant improvement in recidivism was found, the study demonstrated through individual feedback that there were many benefits in terms of improved self esteem and enhanced social skills.

The Adventure Environment

In the study ' Adventure Therapy' Gass (1993) concludes that

' Outward Bound and its derivative, wilderness therapy, can be seen as educational processes where adolescents are initiated into the prosocial values that form the basis of western culture' (Gass, 1993 :19)

This analysis of adventure experiences under sail will consider the possibility that similar social and personal development goals can be achieved in this environment.

Hopkins and Putnam (1993) provide a definition of adventure taken from Mortlock (1973) and suggest that adventure is

'a state of mind that begins with feelings of uncertainty about the outcome and always ends with feelings of enjoyment, satisfaction or elation about the successful completion of that journey' (Hopkins and Putnam, 1993:67)

The sailing environment certainly fulfils these criteria. However can the experience offer the benefits of social and personal development displayed by the land based adventure? The experiences of the Maiden Whitbread Round the World Race team member Jo suggest this may be possible;

' I've got confident - I never thought I would feel this good. I have also got some very dear friends, and had some fantastic times - as well as some sad ones. I feel that I have got to know myself and what I want from life' (Edwards & Madge,1990 :220)

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The Potential Outcomes from Sailing Adventures

Adventures under sail combine the benefits of residential projects factors such as destination and discovery. The environment offers an intense atmosphere to explore oneself. This may include relationships with others, perceptions of personal ability and other people's ability. Most voyages last for between 7 and 21 days, generally anything much shorter will not be long enough to realise the full benefit from the experience. A common feature for all sea going adventures is the unpredictability - weather dictates all of the conditions. On a ship, unlike many other adventures, sometimes things have to happen and there is no time to stop and reflect, there is a natural sense of urgency. Discipline can be imposed by the elements.

In order to establish a satisfactory picture of the role and purpose of sailing voyages it is important to analyse the objectives for a sample of British based projects. The objectives will offer an insight into the motive and rationale for provision that will, of course, affect the style of the project. If "training" is used in the terminology it is possible to conclude that the experience stresses the benefits of discipline and order. If "development" is used it is possible that the project has a more distinct philosophy of youth work and personal development programmes.

In Britain there are a diverse range of projects targeted at young people and it is therefore important to consider the stated aims of a sample of three sailing projects, the Sail Training Association (STA), the Ocean Youth Club (OYC) and the London Sailing Project in 1994. These organisations represent the larger providers and demonstrate different approaches for example the STA run two large Schooners that take a crew of 55 in a single sex environment. Their objective is to develop maturity and social awareness in young people. This is further developed to suggest that the schemes :

'offer an unparalleled opportunity to develop personal skills by combining a wide range of tasks with high levels of responsibility and team work.' (STA Brochure 1994)

Alternatively the London Sailing Project operates smaller vessels, particularly for London area boys and historically single sex crews. The project was founded by Lord Amory and aims to :

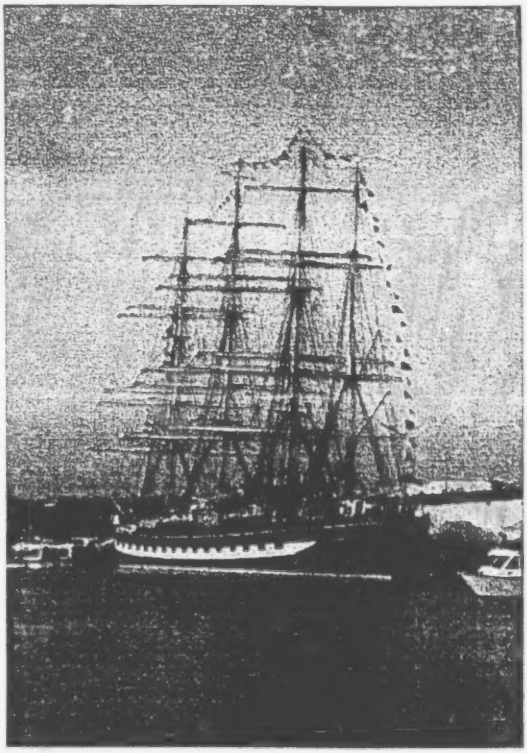
'provide opportunities for boys to acquire those attributes of a seaman, namely; a sense of responsibility, resourcefulness and team work which will help them throughout their lives.' (London Sailing Project, 1994)

Finally the Ocean Youth Club, which operates from many regional based vessels, provides for mixed crews of 12- 18 people. It exists to provide equality of opportunity for all young people to develop responsibility and knowledge about themselves, others and society. The enjoyment and adventure of life at sea can help young people to learn :

- A sense of equality and fairness

- Understanding of the needs and different backgrounds of others
- Responsibility for their own decisions and actions
- Teamwork and mutual trust
- Awareness of the environment (Ocean Youth Club, 1994)

Factors which determine the suitability of sailing adventures for individuals.



As with many adventure experiences there are choices to be made which may influence the range of outcomes for participants. The main considerations are size, crew structure, and management style. The largest provider in terms of boat size is the STA, which carry a medium sized community of 55 people. The young crew may not get to know all of these individuals and a more introverted personality may be inhibited by the large and strange environment. The largest provider , the OYC, specialises in smaller boats and groups of 12 - 18 people. These groups can be very claustrophobic but nobody can become 'lost' in crowd. Relationships in such a tight atmosphere have to be resolved and work.

Due to sea going traditions many sailing providers still offer a single sex environment. This is arguably less difficult to manage and will allow girls to be pushed to carry out all of the tasks. All male crews allow more successful bonding it has been suggested. Indeed, due to the very close living conditions some young people at risk may find the mixed crew too difficult to cope with and find that they lose out on other benefits by this preoccupation. Alternatively a mixed crew can forge greater respect and understanding of the needs, strength and emotions of the opposite sex.

Some boats still stress 'training' and discipline, others development and youth work. Some have uniformed staff and an obvious hierarchy, others are more open. The style of the organisation will affect the approach of the staff; although each staff member is different and boats under different leadership may operate slightly differently.

Most providers offer sailing from 14 to 21 years, others extend as far as 10 - 25 years but in separate sub groups. It is important to weigh up the benefits of either a wide age group or a smaller sub group. Wider age groups can help everyone to develop a better relationship with young people of different ages and demonstrate that age is not always important.

Most sailing providers cater for those who wish to book an entire boat or those who wish to send individuals to join a mixed crew. Another important factor determining the environment will be whether participants attend as part of a small group to join a larger group, fill an entire voyage or as an individual. By sending an individual it is argued that they will benefit from meeting new people from all walks of life , but this may be too much for a nervous and introverted young person with little self confidence. Small groups frequently will therefore over come this problem offering moral support whilst still requiring that they mix with a wider group. The problem with sending a small group is that individuals may avoid contact with others staying as a clique.

Alternatively sailing adventures provides an opportunity for youth workers to organise their own groups and go with them. This is an ideal way of using adventure training for personal development sessions, to build up to the experience and to witness at first hand the group's performance. It may be particularly suitable to achieve team building objectives from a new group of young people. However , the benefit of mixing with young people from different backgrounds will be sacrificed.

Measuring the outcomes from sailing adventures

Having considered the environment and the objectives it is important to review the outcomes of participation. From the sample of objectives it is possible to define some common ground for skills development:

Responsibility
Team Work
Personal / Social Skills

These clear areas are combined with domestic and sailing skills acquired. The use of sailing adventures can therefore be seen to offer young people the opportunity to develop in the following aspects :

Practical Sports Skills
Domestic Skills
Personal Development
Social Skills
Team Work

The skills identified will be offered through the environment, the activities and the leaders. Some skills will be practical taught skills which can be measured in terms of competency. These may include the sailing techniques involved in steering, hoisting, lowering and stowing sails. The successful candidate can, if desired, work towards a recognised certificate of competence for these skills awarded by the Royal Yachting Association. Domestic skills such as cooking and cleaning may be informally taught and can be more difficult to learn in the moving and cramped environment.

Less easily identified skills are frequently the result of observation, facing challenges or specific sessions. Many skills are developed simply by the opportunity to observe others, often leaders, in all aspects of the voyage. This element is particularly strong when the crew is of a mixed background and the staff are volunteers. Young people may alter their perceptions of classes or professions through observing them in a different role or environment.

Depending on the type of project chosen, it is possible to evaluate the results of the experience in several ways :

a. ***Certificates of Competencies***

Skills which can be assessed may result in certificates gained or log book entries completed. These will indicate the level to which sailing skills have been achieved. Some organisations also give successful completion certificates for the voyage itself. This will simply indicate that the young person has played a full role in the voyage. Sailing skills usually lead to the award of the Royal Yachting Association : Competent Crew Award, although experience and skills for this may take several voyages to achieve the certificate.

b. ***Appraisal Forms***

Many organisations will provide a formal assessment of the young person. This will vary from organisation to organisation in structure and content. These forms can be helpful for post course debriefing sessions.

c. ***Self Assessment***

Some organisations request that young people complete a questionnaire and short report on their evaluation of the experience. The feedback from these reports can again be useful in a post course debriefing. The use of self assessment has been further enhanced by the use of pre voyage evaluation, this will give a before and after insight.

Sailing Adventures as part of expeditions

Finally it is interesting to see how the sailing media can be used to enhance the adventure expedition. Sailing ships were the traditional method of transport, particularly for an island nation such as Britain. They offer many unique features for youth work, in terms of the environment and the access they give to expeditions and exploration. Many adventure projects can be enhanced by using sailing ships as the method of transport, for example a voyage around the small island of Skye off Scotland , could include some hill walking, abseiling, a bivy and a raft racing project. Sailing ships provide a great base for all sorts of long and short duration expeditions. The use of integrated sailing projects has been introduced and many organisation now offer the experience as part of the Duke of Edinburgh Award Scheme expedi-

tions. Other organisations are becoming increasingly aware of the potential that sailing adventures can have as part of an integrated approach to adventure activities for young people.

Sailing Adventures for young people at risk

A significant provider of sailing adventures for young people at risk in Britain is Fairbridge. During 1988 and 1989 I was employed on their sailing vessel ' Spirit of Merseyside'. This enterprise represents many of the best features of specifically targeted provision in Britain. The programme of voyages was planned in close liaison with the many city based teams. This ensured that the teams could offer an input into the design of voyages and suggest desirable outcomes to compliment their land based courses. The participants were usually given sufficient information and support from their team to ensure that attendance on the sailing voyage was a positive experience. This demonstrates that preparation and follow up are important to the medium term success of these experiences (see Greenaway 1993).

Voyages were often combined with other adventure activities such as mountain climbing and hill walking. The residential centre at Applecross in Scotland provided a summer course of expeditions with the vessel. These included in 1989, a Skye short expedition where 12 young people sailed to Skye, climbed a local peak and spent a night bivy before returning to sail the vessel back to the mainland. This combines the power of land based adventure with sailing to create a memorable voyage for the participants.

Conclusion

Sail training and adventure opportunities in Britain have developed over the last twenty years to offer a vast and varied resource for youth workers and adventure practitioners. In the last ten years providers of sailing adventures have become more receptive to the modern ideas of personal and social development, and many have adapted their programmes or approaches to embrace modern ideas. However this has been achieved while retaining the tradition of seafaring that has proved so alluring for generations of young people. Sailing adventures cannot offer to solve all of the problems facing young people in contemporary Britain. However, if used within the context of wider supportive youth work programme it offers unique challenges and experiences for personal and social development. It is the responsibility of the referring agency to ensure that the most appropriate setting is selected and this, as demonstrated in this analysis, requires careful consideration of diverse factors.

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Work with Girls and Young Women

The purpose of this paper is to discuss the use of outdoor education activities with girls and young women as a means of personal development and to determine what, if any, advantages there may be from this mode of intervention. I shall draw on my experiences of work in this area specifically with young women, although some of the arguments may be transferable to mixed sex groups.

As a person committed to working with outdoor education activities and young people for over eight years, I have worked with a wide range of individuals and groups of differing abilities, ages and motivation. I intend to focus my experience with one group of young women in order to illustrate how outdoor activities may be effective in work with young women.

Why segregate boys and girls?

When considering opting for single sex groups it is crucial to examine carefully the factors affecting this decision. If the aims for work with young women, or indeed young men, are not made clear, it will be difficult to justify this decision to the young people and outside agencies. Consequently, I hope to explain my motivation for this work through this paper.

The majority of young women with whom I have worked in the 12 - 16 age group appear to have internalised a 'secondary citizen' complex. That is they appear to have assumed notions of inferior ability and worth, which is neither deliberate nor, in most cases, recognised. Furthermore, in my experience, when the sexes are together in a group, stereotypical roles are reinforced - the young women are loathed to look 'silly' in front of the boys and are more comfortable playing a supportive and nurturing role. When segregated, young women no longer have established roles to conform to. As stereotypes are explored the young women may well feel uncomfortable as they search for a new self-created role within the group. Within this context young women have space to loose inhibitions and may begin to challenge traditional feminine roles.

This can be disorientating, as it may be their first experience of a women-only space. It should be remembered that girls often develop their identity as a woman not through individual endeavours to grow but through their relationships with men and boys (see Scraton 1992). As well as an opportunity to try whatever activities are planned, the young women are given the opportunity to relate to other women without the pressures associated with mixed sex groups. For as boys may try to appear more macho, young women may feel they have to appear attractive to the boys. This can often be difficult when they have a harness and helmet on ready for a climbing session! However, research suggests that this very situation in mixed sexed groups, together with particular teaching approaches and in certain situations appears to

challenge traditional stereotypical views of both girls and boys. Boys appeared to recognise and acknowledge not only their emotional side but also girl's abilities (see Humberstone 1990). Whilst girls gained self-confidence and saw another more sensitive side to boys (see Humberstone 1986).

Nevertheless, single sex groups provide scope for work that may not be possible within situations where boys are present (see Spratt, McCormack and Collins 1998). Issues pertinent to young women such as those concerning personal relationships and health, within a 'safe' environment can more easily be addressed. But more importantly, in my view, young women have the opportunity for discovery and re-motivation, free from barriers frequently encountered in much mixed sex groups.

Staffing

Like a number of other women workers (Collins 1998; Spratt et al. 1998), I support the requirement for women facilitators of these women-only groups in the outdoors. But there certainly is the need for positive male role models who can demonstrate sensitivity and are concerned to challenge traditional macho approaches. Furthermore, resources may be such that there are insufficient women workers and so male staff may be required to work with the young women. In such cases it is vitally important that these men have awareness training to enable them to work sensitively with young women.

The group

The group of young women used to illustrate my argument are ten 14 / 15 year olds. A teacher at their school selected them as requiring development in assertiveness skills. Some were victims of bullying and so were not attending school. Some were involved with substance abuse and petty crime. Outdoor activities were new to them all.

Why Outdoor Education Activities?

I refer to the term outdoor education in preference to the traditional concept of outdoor pursuits, as I believe the primary focus must be with the learning and not the activity. Arguably, the desired outcome is not necessarily the acquisition of the skills related to an activity, but instead the personal development acquired through participation in the activity. Thus it is not reaching the top of say a climb that is important but what is learnt on the way up! Thus the activities that form the vehicle for my work are climbing, abseiling, canoeing, sailing, caving, mountain biking, fell-walking, in addition to initiative and group challenges.

The outdoors has traditionally been male dominated. The image frequently conveyed by the media is one of macho activities or conquests of various wildernesses and great mountain peaks! Women's involvement has gradually become more recognised and many are now widely acknowledged as professionals and experts in their own

right. Douglas (1998) identifies the considerable changes that have occurred since the early '80s in both women climbers' perceptions of themselves and in some of the views of them by male climbers. Women who appear to succeed in the outdoors may become positive role models - believable, real and inspiring.

As a woman participating and leading groups in outdoor activities, there still seems to be more pressure to prove leadership competences and skills than for men (see Allin 1998).

A woman leader is still an unusual sight. Frequently, in both mixed or single sex groups, I am asked where the leader is. Or if I am with a male colleague, he is assumed to be the qualified instructor and, at first, group members seem to prefer to take their lead from him. The mostly unspoken hesitancies of groups in seeing a woman in a non-traditional role is an issue that should be addressed - such prejudice may be at the root of wrongly assumed roles and abilities of both sexes. However, this sort of situation does provide a very good opportunity for traditional gender roles and assumptions to be challenged and changed. Once a group sees a confident and competent woman leading a potentially hazardous activity and recognises that she is their lead and example, they are forced to question any preconceived images they may have brought, perhaps subconsciously, with them and are faced with a tangible conflict of roles and abilities.

Outdoor education therefore offers the opportunity for young women to participate in what has been a male dominated arena. If a woman leads a group of young women there is a unique chance to combine exciting activities within a safe sisterhood environment. This combination can, and often does, encourage mutual support, admiration and camaraderie that may be difficult to develop as spontaneously through more usual types of work with girls.

Evaluation

As well as anecdotal evidence, it is important that formal evaluative processes are in place to assess the progress of the young women and the group. These developments can only be measured by effective and continuous monitoring of the aims and learning outcomes that have been already negotiated between the facilitator and the young women. I explain this to the groups that I facilitate by saying that if they do not know where they want to go, they will not know if or when they have arrived. This is extremely important if we want young people to make sense of, and learn from, their experiences. In this way they have a feeling of control over and commitment in their experiences and consequently become more empowered.

The project

The example described here is of a Local Education Authority (LEA) funded 12-week project. A week of basic 'fun' activities was initially set up for the group to enable the young women to get to know each other and myself, to establish ground rules and to

negotiate the rest of the programme. This multi-activity programme provided the opportunity for the group to engage in activities at a low skill level, enabling them all to visibly achieve and have fun from the outset. Fun and success is crucial in establishing a viable and effective group. Any learning and development should, I believe, be perceived as an almost accidental by product in these early days.

As the facilitator, my agenda of goal setting was brought to the forefront at opportune moments and the group was introduced to the idea of goal setting and to the possibilities of negotiating their aims and learning outcomes. If these aspects are raised in a non-threatening, supportive environment in which the approach is democratic and non-directive, the group is much more ready to engage in collaborating in their own learning.

Whilst climbing the young women necessarily were initially dependant on my ability in setting up a safe climb, and relied upon each other when they were involved with belaying. After such experiences, it seems that young women embrace a newfound comradeship based on trust and shared experience. It is these types of situations that can be optimised by a sensitive, aware facilitator to enable young women to positively re-evaluate themselves.

Demonstrating Change

Positive changes within individuals is difficult to quantify and consequently claims that this has occurred are frequently questioned by those unfamiliar with qualitative research and its methods of demonstrating credibility (see Humberstone 1997). Such unwanted behaviours such as re-offending or continued non-attendance at school can

be quantifiable and so instantly recognised, and clearly pointed out. Personal development, increased self-esteem and assertion are all qualities that may go unnoticed and are ignored. Consequently, in order to recognise the benefits gained through

these programmes and the personal and social developments in the young women, goal setting, monitoring and evaluation are essential. As was noted earlier, levels of skill and improved confidence in specific activities may be more easily recognisable and assessed. What should also be emphasised are the unseen changes that go hand in hand with these more visible achievements. For example, young women succeeding in climbing a rock face (if this was their aim) appear to gain increased feelings of self worth and confidence. There is some suggestion that this increased self-esteem may then be transferred to other area of their lives. In my experience, young women tend to be more supportive and less critical of each other in outdoor education situations and such relationships are issues that importantly can be promoted and reflected upon during the evaluation process. Feeling safe in women- only situations, young women may be more able to express emotions that they might hide in a mixed sex group. This is exemplified in a scenario that occurred in a caving event that I led. One young woman became very anxious and began crying whilst moving

through a tunnel. Most of the rest of the group shared her anxiety but through mutual support and encouragement they were able to turn the experience into something positive that enabled them all to feel a sense of achievement. They later went on to do more caving. I have noticed in mixed groups, young men faced with young women's emotional expression are almost embarrassed, perhaps they are afraid that their own fear will become visible and made fun off because conventionally 'Boy's Don't Cry' (Askew and Ross 1988). It is worth mentioning that such situations can provide considerable opportunities for work with young men in enabling them to deal with and express their emotions in non-stereotypical ways (Humberstone 1990).

It is crucial that personal and social development in the young women is monitored and evaluated. As I have indicated previously this can best be achieved by negotiating the aims and learning outcomes with the young women. Although the long term aim of this type of work is to enable the young women to deal with negative aspects in their every day life, such negotiated aims as, 'I want to be able to stand up to bullies

at school', or 'I want to stop sniffing gas', are too great to be consider initially. Rather, goals such as, 'I want to try something new' or 'I want to complete this activity' can almost certainly ensure that the young women experience success. Once success has been achieved then the aims can be renegotiated and developed and, feeling more empowered, the young women may ultimately be able to make significant life changing choices.

Conclusion

Clearly, outdoor education is an important and beneficial way of working with young women. Such experiences provide immense opportunities for personal development and positive outcomes that in many cases may better enable young women to deal with unhealthy and unsafe aspects of their life. The long-term affects of these experiences depend on the sensitivity and abilities of the leader in facilitating the experience. Recognition of the benefits of outdoor education may be achieved through careful monitoring and evaluation of the experience both in terms of long term outcome and through exploring the perspectives of the young women through interpretative, qualitative methodology (Clarke and Humberstone 1997).

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Di Collins

Women Youth Workers and Outdoor Education

'I put an advertisement on a youth club noticeboard for a caving trip. No young women signed up. I offered places on outdoor education courses. No women applied. Reasons given were:
I'm not fit enough.
I don't know enough.
I'd feel a fool.
If you say there are men on it (a residential opportunity), I'm not going. They want to be competitive. It'll be a race - let's beat the women.'
(Berry and Collins, 1987:2)

The beginnings of this research project lie in observations of the reticence experienced by a number of women youth workers, in a south coast city, when offered the opportunity to become involved in outdoor education experiences. It was intended that the project would be illuminative, exploring accessibility and indicating alternative approaches to outdoor education experiences for both women youth workers and young women.

A gender imbalance exists in participation in outdoor activities and a lack of female leadership may influence the participation of young women in these activities (Hunt ed., 1990: 169-170). A variety of reasons explaining young women's reluctance to participate have been identified. Research suggests that some girls object to outdoor and adventurous activities because they involve getting cold and wet or becoming hot and sweaty, as well as requiring special clothing and entailing going outside in bad weather (Mason, 1995: 140-141). A study of opportunities for adventure and challenge for young people identified a number of obstacles to young women's participation in adventurous activities - a reluctance of parents to allow daughters to participate in outdoor experiences; a difficulty in finding female friends equally prepared to participate; too few opportunities for necessary personal privacy; outdoor experiences that may be too competitive; outdoor activities that may be seen as action-based rather than people-based, task-oriented rather than process-oriented; genuine fears about activities carried out in open country alone; a lack of female staff (Hunt ed., 1990 : 172). Carpenter and Young (1986:90) suggest that qualified female leaders are essential, acting as positive role models and supporting young women in overcoming some of their prejudices against participating in outdoor activities.

Methods.

This research project involved five residential outdoor education courses for groups of up to ten women youth workers, aged from under 20 to 45. Participation was open to anyone having the support of their line manager and being in a position to be able to free themselves to attend for five days. Courses were designed to enable the women

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to develop enough confidence in their outdoor skills to be able to participate competently in local and national qualifying courses. Although it was recognised that a residential experience would exclude some women, it was felt that separation from home, for a limited period, could create special opportunities for learning. The physical separation could mean a release from external obligations, once such things as childcare have been arranged. It could also give an opportunity for participants to 'centre' on themselves and to be freer from the reinforcement of external constructs.

These residential courses were organised using group work principles. The participants agreed a contract, which included such features as their commitment to involvement in the programme, the circumstances in which it might be appropriate to 'drop out' and the characteristics of acceptable interpersonal behaviour. It was agreed that the development of technical and interpersonal outdoor education skills and the relating of these to youth work situations would become the vehicle for learner development. Thus people-based and process-oriented programmes were developed.

The role of the researcher was complex. It involved group facilitation as well as participant observation. Although the facilitator had ultimate responsibility for the physical and emotional safety of the women, as each course developed, the women were given increased responsibility, power and control. For legal reasons the facilitator retained the ultimate control over safe practice. However, as each residential developed, the facilitator moved from the roles of leader, decision-maker and director to that of listener, supporter and coach. Consequently, each residential developed a unique atmosphere, based on the women's interactions, their sharing of skills, knowledge and power, their moulding of the programme and their reactions to external factors, such as the weather.

The women kept a diary of reflections, and were encouraged to discuss their recordings in review sessions. At the end of the course, each group composed a collective poem in an attempt to capture the spirit of being members of that particular group in the outdoors. A year after their residential experience, the women were invited to complete a questionnaire comprising closed questions for information and open-ended questions for reflection on their perceptions of their development during and after their course. 49% of the women returned completed questionnaires. Line managers also completed open-ended questionnaires relating to developments they had observed in the women. All the replies were analysed by identifying categories of responses. General findings were checked out with those women who had expressed an interest in receiving feedback about the findings of the research.

Results.

There were two broad categories of findings:

i. constraints on the participation of women in outdoor activities;
ii. and individual learning from the outdoor experience.

i. Constraints on the participation of women in outdoor activities.

Traditionally, women's leisure activities may be entwined with servicing the maintenance and leisure needs of others (Dempsey, 1990:35; Green et al, 1990:5; Thompson, 1990:135). Therefore, before engaging in an outdoor education experience, certain maintenance tasks may be undertaken. Heather (38) reported, "I leave the house in good order and discuss food etc with my husband." Mothers may have additional responsibilities, as childcare still tends to rest with women, as highlighted in other research (Deem 1986). Elaine (34) recorded, "Getting a responsible person to look after my children was very difficult." Two women expressed guilt at leaving their

families. Chris (36) wrote of "fear that one of the children might be involved in a serious accident.... an irrational fear.... guilt .... The middle child was in hospital the day I came home, with an asthmatic condition."
Women engaging in outdoor activities may face 'blind prejudice' (Birkett and Peascod, 1989: 11-12). They may be constrained by dominant attitudes about respectability and acceptability. They may regard outdoor education as synonymous with a leisure to which they are not entitled (Henderson, 1990:239). Thus women can be controlled through consent rather than coercion (Deem, 1986: 48; Green et al, 1990: 131). Anne (45) commented, "It was very difficult, even though my children were in their teens. Other people thought I was mad (especially my ex-husband) to even attempt such an exercise." Julie (36) saw the attempt at control as a challenge. "My husband did not believe I would leave them (the family) to engage in outdoor activities, even for such a short time. My husband said, 'You'll be cold all the time. It will rain. You won't go.' That final comment was the challenge that made up my mind. I would go."

For some women, these constraints were compounded by their employment status. Although the opportunities offered in this research project were heavily subsidised, many women youth workers are part-time or unpaid, so financial considerations became an issue. Anne (45) reported, "Finances were tight as I was not paid while the course was on." An anomaly exists because while full-time youth workers can undertake relevant training as part of their work, part-timers are often not entitled to access

training grants and are expected to take part in training outside their work time.
Some women expressed fears of the unknown. Outdoor education tends to have a macho image (Bolla, 1990: 241). The stories publicised tend to be of daring, bravery and conquest. Moreover, females are not expected to perform as well as men (Humberstone, 1986: 195). Against this background, some women had to overcome previous negative experiences. Chris (36) noted, "The last time I went to Wales was with a school party, hill walking and climbing. I discovered that I had very short legs and don't like climbing. I am not keen on clinging to cliff faces." Other women had concerns about their levels of fitness for the expected activities. Linda (39) commented, "I am very old." Angie (40) said, "I wondered whether I would be capable of keeping up with the rest." Even an all-women environment, designed to create a supportive atmosphere, was threatening to some women, who feared overtones of enforced lesbianism, were wary of the stereotype of female 'bitchiness', or were concerned about succumbing unwillingly to pressures to conform.

ii. Individual learning from the outdoor education experience.

A variety of positive outcomes were expressed, ranging from an opportunity to step down from the role of mother, the development of confidence in physical skills and the opportunity to reassess life paths. Freedom to be oneself was a strong motive for some women to become involved in the outdoor experience. The time to look more objectively at the direction of one's life was important for some. Julie (36) commented, " I was looking forward to the 'space'. I would get away from the pressures of life at home to take stock of myself - where I was going and what I wanted to do." The residential gave Angie (40) the opportunity to make far- reaching life decisions. "I had the freedom to come to my own conclusions. I came back home and for the first time in my life felt like an individual. I got divorced and decided to do something about my education. If I could get up the mountain, what else could I achieve?" The experience gave Val (45) the opportunity to discover new strengths. "To show emotion is okay. Confidence comes from within. With support and good advice I feel I can do anything." Barbara (41) noted, "I feel more confident about joining in activities. I've lost weight and do some weekly exercise which makes me fitter."

There were also benefits to the women's work in the youth service. Lynn (36) recorded, "I learnt about group processes, role changing and leadership roles." Angie and

Linda's line manager commented, "They are more confident and more able to challenge and have a greater understanding and motivation in general youth work." Some women continued to work towards qualifications in outdoor activities, others felt confident to be more actively involved in supporting outdoor education activities that were developed as part of youth work programmes.

There was evidence of environmental awareness. Connections with the landscape were recorded in the form of poetry written by the group. Starting a walk in a stone circle had an impact on Group One. They wrote, "Reaching back to a human past, in a desolate valley, through a circle of stones..." Others reflected on such things as fungi, the weather, a lone hawthorn, a herd of wild ponies and a rainbow at the foot of a waterfall.

However, there were also some negative reactions to the residential experiences. While the majority of women valued an all-women environment, some found it threatening, non-supportive and unfriendly.

Conclusions.

This research project was illuminative, indicating alternative strategies and processes that would make outdoor education more accessible to some women youth workers and, thus, some young women. For some participants, the critical factor was that the outdoor education experience only involved women. By facilitating the development of interpersonal skills and reviewing the process of the group, as well as developing and monitoring the effectiveness of practical skills, many women were able to develop the confidence to use those practical skills in their youth work. It was important to value the knowledge, skills and experience that the women brought to the group. This may have been different to some, more traditional outdoor education courses, where the focus is on technical competence and 'teaching' interpersonal skills, rather than using the natural learning opportunities that can arise from using the group work process in the outdoors as the vehicle for learning. It is too easy to disregard existing competence and ignore incidental opportunities for reflection and growth that may arise from unscheduled occurrences, such as spectacular sunsets or someone's willingness to share their artistic skills. A more flexible approach to the processes of outdoor education courses might increase their accessibility to women. There is a need for more research in this area.

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Outdoor Education in a Peace and Reconciliation Community

Introduction

No area within Great Britain has suffered as much conflict as Northern Ireland in the latter half of this century. Such conflict manifests as physical harm, intimidation, isolation and exclusion. Individuals, families, groups and communities experience and witness this 'violence' in varying amounts. Within this context several groups, organisations and communities have sought new and innovative ways to tackle the challenges of living within such a contested society and one such community is the Corrymeela Community.

Based in Northern Ireland, this Christian community recognises the fragile stability of a divided society and provides opportunities for people to come together to tell their stories, experience the stories of others and model new possibilities. To do so involves utilising a variety of activities, structures and experiences, one of which is outdoor education.

The Corrymeela Community

It is difficult to document here the development of the work of the Corrymeela community since its founding in 1964[1]. However, the current work of the community, focuses on the tension and conflict between the different groups and different traditions found in Northern Ireland and in many other contested societies. Importantly, those behind Corrymeela believe that there is a need to build bridges across the fault-lines that break and separate our humanity and our communities (Davey, 1993). Outdoor and adventurous activities in this context are used to aid the development of personal, cultural, spiritual and communal connections.

This vision is not based on some utopian dream of solving deeply rooted conflicts through one programmed outdoor encounter. Nor is it based on a belief that creating temporary shared experiences will be the panacea for all societal or personal ailments. Through structured peace building experiences rather than the often-highlighted tasks of peace keeping and peace making in Northern Ireland, Corrymeela focuses upon the relational aspect of those people, groups and communities who experience conflict. Carefully planned and sequenced residential and serial experiences provide opportunities for individuals to witness and challenge those circumstances which foster and maintain hostilities, anxieties and fears.

Through an atmosphere of concern, trust and support, suspicion and conflict are

[1] For a more detailed understanding of the background and work of the community see Davey, R. (1993) A Channel of Peace: the story of the Corrymeela Community.

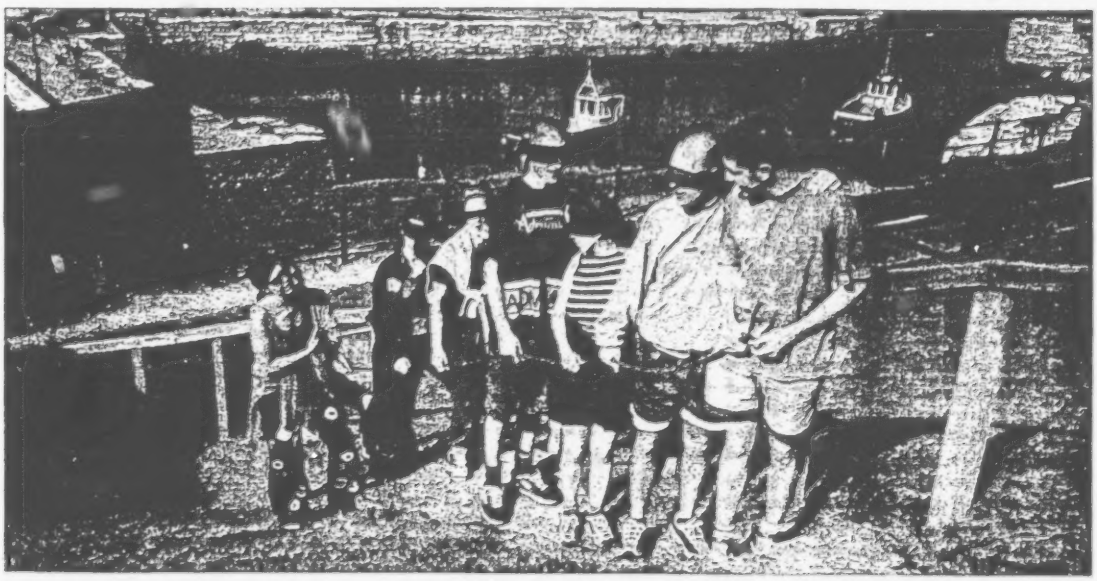
confronted, often using outdoor experiences, journeys and adventurous activities. Often, finding out what unites people is as important as clarifying what divides them. For outdoor education, the challenge lies in bringing people together through adventurous encounters and outdoor experiences in order to gain insight into their own position and the position of others.

It is beyond the scope of this chapter to discuss fully the relationship between outdoor education and peace and reconciliation work at 'Corrymeela', or to analyse the essential connection to community and spiritual growth. However the theme running through this chapter is that outdoor and adventurous experiences need to attend to the social and cultural forces operating as well as understanding the learning potential of community and spirituality.

Importantly, at Corrymeela, adventurous and outdoor experiences are not a recreational facility to provide a distraction to the important peace and reconciliation process. Nor are they an educational tool to advance individual prosperity. The construction of outdoor experiences at Corrymeela reflects a rich and complex repository of knowledge designed to support the peace and reconciliation process. Such outdoor programmes reject the 'smorgasbord' approach of outdoor and adventurous experiences where the faster, higher, more exotic encounters help define and satisfy one's life, existence and meaning. For in this approach, the number and frequency of experiences amassed can be used as a representation of an individual's or society's benefits rather than the potential for learning or reconciliation.

Naming Outdoor Activities and Experiences

I have chosen to divide the nature of the outdoor experiences that operate at Corrymeela into three categories. First, there are those activities which take place on the residential centre site and rely upon adventurous constructions through natural or manmade obstacles, creations and scenarios. These may be termed as urban or peri-



urban adventure activities.

Second, there are outdoors journeys which range from country walks, ferry trips to nearby Rathlin Island, and coach trips to explore areas such as the 'Giant's Causeway'. There are also walks from the centre to the local town of Ballycastle along the beach or to other places which hold symbolic significance or are viewed as areas of outstanding natural beauty.

Finally, there are adventurous experiences that may include coasteering, river exploration and bivouacs. Through the interplay of these three categories outdoor experiences are integrated into the peace and reconciliation process.

Urban Adventure

Urban adventure activities differentiate from other aspects of outdoor adventure due to the familiarity of location, ease of implementation and the use of creative themes. There are a number of interesting aspects that emerge at 'Corrymeela' when implementing such experiences. First, many of the groups are cross-cultural (e.g. Catholic-Protestant, North-South, English-Irish) and may arrive knowing that they will be sharing experiences with people about whom they already hold certain perceptions, prejudices or whom they simply disrespect. Apart from the reluctance to meet, share or support individuals may also exhibit tension, anxiety and fear. As such, activities which contain, distract and bring together these people can provide shared experience within a novel setting. This novelty is often used to create a safe space; a new opportunity to see, meet and hear the experiences of others. Unfortunately, after such experiences where individuals share with 'the other', the 'novelty or created safe space' may become the 'exceptional' thereby explaining why it is possible to come together here, during such new and exciting activities. Their world-view can remain intact because this place is seen as exceptional! Therefore, urban adventure activities are seen only as a way to connect people to Corrymeela, to reconnect to other people and to disconnect from some of their past.

Outdoor Journeys

Traditionally, outdoor journeys have often been associated with people who receive a call to embark on a quest. Leaving the security of known lifestyles and attempting to 'penetrate the ends of the earth' conjure up images of the difficult physical and mental ordeal that culminates in wisdom or achievement. The adventurer (or heroic figure[2]) having endured such hardship, returned back to their culture, or not, empowered or transformed. Hence the powerful impact of a journey was often witnessed or imagined through the physical endeavour of outdoor adventures, exploration or through the challenge of new and demanding land and seascapes.

The symbolic significance, for instance, of locality, place and border often hold impor-

[2] See Riffenburgh, B. (1993) The Myth of the Explorer, for a fascinating account of nineteenth century explorers and how newspapers and other media fuelled mythological images.

tant cultural meanings for some of the people of Northern Ireland. I remember vividly the reaction of one Belfast teenager, when walking along a track below the impressive cliffs of Fairhead. The Scottish Highlands and Islands were clearly defined across the sea and I watched as the surprise of the proximity to Scotland sunk in. In the conversation that followed he questioned the connections between England, Ireland and Scotland. The surroundings had provided an opportunity to consciously explore his knowledge of the cultural and natural environment. In Ballycastle, as in other areas of the world, the land and seascapes provide a conceptual ordering which provide ample opportunities to explore values, norms and differences.

The journeys planned at Corrymeela do not necessitate a series of difficult physical or psychological ordeals nor do they seek to empower an individual. The current cultural fascination to interpret the intensity or outcomes of a journey for the purposes of individual and interpersonal benefit, either during such an experience, or in more contemplative or structured moments afterwards has, I believe, mistakenly assumed that self-focus and reflection leads to self-development. In doing this, we have perhaps allowed narcissistic notions to over-shadow an extensive exploration of the individual. These journeys do, however, stimulate, through the process of ritual and challenge, an encounter which Rebillot (1993) calls a 'hero's journey'[3].

On another occasion, for example, whilst walking along a local beach with a group after a period of trust activities and solo reflection, one group member told me of his/her hate to be born, as I was, English. After an initial sense of unease about being an outsider I soon began to appreciate how outdoor experiences can provide a 'safe space' to allow such encounters.

Adventurous Experiences

Current perspectives on adventure seem prepared to accept unknown dimensions. Uncertainty of outcome and the confronting of opportunities beyond our initial comprehension, are frequently cited as definitions (Mortlock, 1984; Miles and Priest, 1990; Hopkins and Putnam, 1993). At Corrymeela, adventurous experiences accept this dimension as well as illuminating an interplay between diversity, equality and interdependence. Diversity means to recognise and value similarities and differences between people. Equality means to meet each person equally and interdependence to give meaning to shared experience and the promoting of kinship.

Central to these dimensions are the notions of shared fate, feelings of excitement, apprehension, anxiety, the dissolving of social hierarchy and the absence of material possessions. As such, forest walks, coasteering, river and headland exploration seek to involve all group members using centre equipment such as waterproofs and wetsuits. Activities, therefore, are heavily dependent upon season, weather and group construction and staff start with the assumption that activities may be altered or indeed, not occur.

[3] In The Call to Adventure: Bringing the Hero's Journey to Daily Life, Rebillot, P. (1993) provides a Gestaltian description and framework of the journey of the individual (male or female) Hero.

One regular activity is a night walk to the local beach which involves negotiating a grassy slope and traversing a beach defence storm wall. The linking with the natural environment often provides moments of intimacy and surprise. When, for instance, participants notice the smell of the seaweed and salt air as well as the different noises produced by the sea breaking on the varying shoreline and beach compositions. Such intimacy with the natural landscape can provide significant responses to what may initially be abstract and unfamiliar. It is not uncommon, during times of individual reflection or collective worship afterwards, for such experiences to be offered a spiritual context.

Outdoor Education and Spirituality

While much has been written on personal and social development within Outdoor Education, mainly by Outdoor Educationalists (Mortlock, 1984; Hopkins and Putnam, 1993), there exists little contemporary work on the issue of spiritual development during outdoor experiences. Both Mortlock (1984) and Shackles (1997) debate the adequacy of adventure in assisting reconciliation through the connecting fabric of shared spiritual experience. They suggest that such experiences seek to provide freedom from mediocre cultural relationships and access, partly through spiritual energies, opportunities to explore new ways of feeling, knowing and behaving.

Apart from these notions, the area of spiritual development during outdoor experiences has escaped extensive scrutiny. This seems surprising given the long association with often-documented spiritual and mystical outdoor journeys and experiences. Pilgrimages, a quest, benevolent service, rites of passage and journeys into unknown environments were often seen as ways for a person to gain spiritual learning and wisdom. As John Muir (in Teale, 1982) hinted at: "I only went out for a walk and finally concluded to stay out till sundown, for going out, I found, was really going in" (p. 311). For Muir, the outdoor journey became an inward quest.

At Corrymeela an important aspect of such encounters, is not the search for spiritual development but rather, the recognition of the spiritual or universal connections. By way of example, I noticed a group member sitting thoughtfully during a visit to a natural oak wood near the Corrymeela community's residential centre. In conversation, the notion of peace and serenity emerged. "Isn't it beautiful here?" seemed more than a

rhetorical question of aesthetic appreciation or a consideration of the relationship between beauty and a specific location. In moments such as this one, it is difficult to separate out feelings of intrusiveness from the sharing of an individual's experience.

Corrymeela begins when you leave

I believe that courage is all too often mistakenly seen as the absence of fear. If you descend by rope from a cliff and are not fearful to some degree, you are either crazy or unaware. Courage is seeing your fear in a realistic perspective, defining it, considering the alternatives and choosing to function in spite of risk
(Zunin in Schoel and Stratton, 1990).

If Mortlock (1984) warned us of the dangers of misadventure then Zunin warns of the dangers in naively associating virtues with adventure. He further questions a view of adventure learning which fails to recognise, accept or integrate a person into the world. Adventurous and outdoor experiences, in his view, act in a changing intellectual, literary or recreational fashion where words such as risk, challenge and fear hold romantic and escapist connotations which some would suggest are becoming increasingly and strangely distant to us (Van Matre, 1993). Such estrangement is intensified as we seek an understanding of outdoor and adventurous experiences not within the subtle and complex processes of 'nature's' balance or human spirit. But, within a time-scale and culture which seeks to utilise and master both the natural world and the organisation of human life (Watts, 1958).

At Corrymeela, the task is concerned not with control over one's own destiny by achieving personal desires or freedom from societal and life's responsibilities. To value such experiences, there needs to be an acceptance of diversity, a promotion of agency and a celebration of the dynamics of inherent relationships. Adventurous and outdoor experiences can help us understand our own 'realistic' position in the world. They help us recognise our personal competencies and desires and the influence of cultural and societal forces so that we may reconcile the relationships around and within each of us.

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Social Exclusion, Diversity and Equal Opportunities: Organisational Responses and (Re)-Actions

Despite the clear evidence that outdoor education provides considerable opportunities for many young people who are frequently labelled as 'outsiders' by society (see for example some of the chapters in this book, particularly Lilley), there are still groups of people who do not have the benefit of outdoor education experiences. Moreover, there has been considerable comment from many concerned with diversity and equal opportunities not only in the UK (Spratt, et al.), but also world wide (Pilz, 1996; Pedersen, 1998; Warren, 1996) that outdoor education may in some cases be more socially exclusive than socially inclusive.

Social Divisions and Diversity

Outdoor education like other aspects of community life tends to mirror the society of which it is part. Consequently the social divisions that may be created as a consequence of sex, race, social class, ability and so forth are reflected in outdoor adventure education. Without careful consideration and positive action by providers/organisations and teachers/facilitators, these social divisions can create barriers that prevent the involvement and participation in outdoor education by specific groups in society. Only a decade ago, education researchers were critical of what they perceived as the ' macho toughness about some of the personal qualities being encouraged' in the limited number of outdoor courses for school children that they observed (see Hargreaves, et al. 1988:88). Other research, however, has shown that in certain circumstances, on occasions with particular teaching approaches outdoor education can provide situations in which stereotypical concepts of 'masculinity' and 'femininity' can be challenged for the benefit of both girls and boys (Humberstone, 1993). Nevertheless, outdoor education in the UK is still popularly represented in the media as 'macho' and tough, despite the far from 'macho' philosophical underpinnings of much outdoor education programming. This more gentle philosophy is articulated in the work of Mortlock (1984) where he writes of the notion of respect for ones self, the environment and other people as fundamental to outdoor adventure work. Despite general support and promotion of these ideas, there seems little evidence that outdoor education centres, but for a few notable exceptions, are managed with this ethos in mind.

Policy makers and the majority of providers are still white males and men still largely manage the vast majority of outdoor centres with little representation by women and Black people on the teaching staff. Skinner (1992) drew attention to this male dominated pattern within mountain leader training. Her report, produced for the British Mountaineering Council, pointed to the lack of women role models and identified that generally men determined decisions and policy. Consequently, cultural values were seen to be dominated by a white, middle class and able-bodied ethos. Recent

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research being undertaken by Allin (1998), exploring the experiences of women who chose to work in outdoor education, shows how this ethos affected the women in different ways. Although their experiences differed, it was clear that many felt very strongly that they had to continue to prove their technical abilities in a number of activities. Unlike their male colleagues, whom they felt, once qualified were not placed under such pressure. It is not only some women who have had to work hard at being accepted into outdoor education. Agyeman (1989) and Coster (1991) draw attention to the forces that have worked, 'to alienate Black people from the country-side'. This alienation is highlighted by a young, Black, working-class woman Liz, who wrote:

'I always wanted to be involved in the outdoors as a teenager but all that was on offer was the Duke of Edinburgh's Award. That wasn't for me. All those middle class white kids with all the equipment and access to the open countryside which my parents didn't have, being black and working class. All those teenage boys as well, having to compete with them and put up with their patronising and teasing.' (cited in Humberstone, 1994)

Dissolving Barriers/Opening the Gate

This under-representation in, and social exclusion from, outdoor education is now well recognised by a number of national and local organisations in the UK. Particular concerns and subsequent strategies initiated are two fold. On the one hand, there is the goal mentioned in the Hunt Report that, 'every young person in the UK should have the opportunity to take part in adventurous outdoor activities' (Hunt, 1998). On the other hand, it is recognised that there is a need for more leaders, teachers and facilitators from under-represented groups who can be seen as role models. Increasing the numbers of these facilitators, leaders and teachers provides representation from other cultures without which many young people will continue to feel alienated from the outdoors.

Several National Governing Bodies (NGBs) in the UK[1], including the British Canoe Union (BCU) and Mountain Leader Training Board (MLTB), have examined their training programmes and developed various strategies to raise the numbers of women gaining competence qualifications. Sharp (1998:236) identifies the under-representation of women in training schemes offered by the Scottish Mountain Leader Training Board and suggests that a core problem, 'may lie in the structure and culture of the leadership scheme ' as well as the ways it is managed and delivered. Edwards (1995), at the request of the English MLTB, questioned a variety of women for their views about how to redress the imbalance and came up with a number of recommendations. An MLTB working group was then established to discuss and action some of the recommendations. A major recommendation was the provision of women-only courses and more women trainers. There is clear evidence that, for some (but not all) women, women-only courses provide the best environment for them to gain confidence, experience and eventually qualifications. The comments, cited earlier, were written in a report Liz made after successfully attending one of the first women-only

[1] A number of NGBs in the UK have a 'federal' structure such as BCU and MLTB

Mountain Leaders Training courses supported by the British Mountaineering Council. For her, and the other women who attended that course, it opened a gate to leadership in the outdoors. It also clearly proved successful in producing more women leaders. The British Canoe Union also has a policy to encourage more women into their coaching scheme. This includes a mentoring network to offer support and guidance to those few women already in the coaching scheme who might feel isolated.

Likewise, a number of national outdoor education organisations have been concerned about this under-representation and so conferences have been organised that either focused totally on, or considered in part, issues associated with equal opportunities and access. 'From Inspiration to Reality: Opening up Adventure to All' (Willis and Russell,.1995) was a significant and path creating conference organised in 1995 by the then National Association for Outdoor Education (NAOE)[2] and the Foundation for Outdoor Adventure under the directorship of Elaine Willis. The conference was about identifying the ways that people working in the outdoors can take positive action to open up opportunities to a wider range of young people. It brought together a variety and diversity of youth workers, teachers and facilitators to explore ideas and to attempt to understand outdoor experiences from the eyes of 'others'.

Mohammed Dhalech, a contributor to the conference, emphasised the importance for Black people of a positive first experience in the outdoors. Some Black people have experiences that can be off -putting when they visit the countryside:

'This usually comes in the form of stares from white people, who look at you as if you are invading their territory-a clear sign of us invading their privacy, suggesting that the environment does not belong to the Black community, who should stay in the cities.

[2] At the 1998 annual meeting, it was agreed that the NAOE be renamed as the Association for Outdoor Learning (AfOL). It is membership charity organisation.

These experiences need to be dealt with in a sensitive manner.' (Dhalech, 1995:15) This clearly shows the need for white groups to reflect upon their perceptions of Black people and consider how best to combat racism and acknowledge and respect other cultures. Like work with women, building confidence in single culture groups is a successful strategy that can enable Black young people to feel more able to join in mainstream outdoor adventure education courses.

The Black Environmental Network (BEN)[3] is an organisation concerned both with the environment and multiculturalism that is undertaking outdoor work with young people from a diversity of cultures. Judy Ling Wong (n.d.: 1), director of BEN, argues that multiculturalism is not only for people whose country of origin is not Britain. 'It is a central concept that recognises that everyone on this earth is interdependent and increasingly important to each other'. The work of BEN involves environmental and outdoor projects such as creating cultural gardens, in which plants from different countries represent the presence of diverse ethnic communities. Other work involves providing opportunities for young people from ethnic minority groups, living in urban environments, to experience outdoor education activities in the countryside.

Concluding Remarks

This text has illustrated that many organisations, groups and individuals are concerned about the under-representation and exclusion of specific groups in outdoor education in the UK. Much is being done to raise awareness to this issue and develop good practice that is inclusive rather than exclusive. Nevertheless, we all need to continue to critically reflect upon our practices and attempt to ensure that what we provide and how we provide it is underpinned by an understanding of and respect for 'others' who may not fit the white, middle-class, able-bodied, male mould.

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